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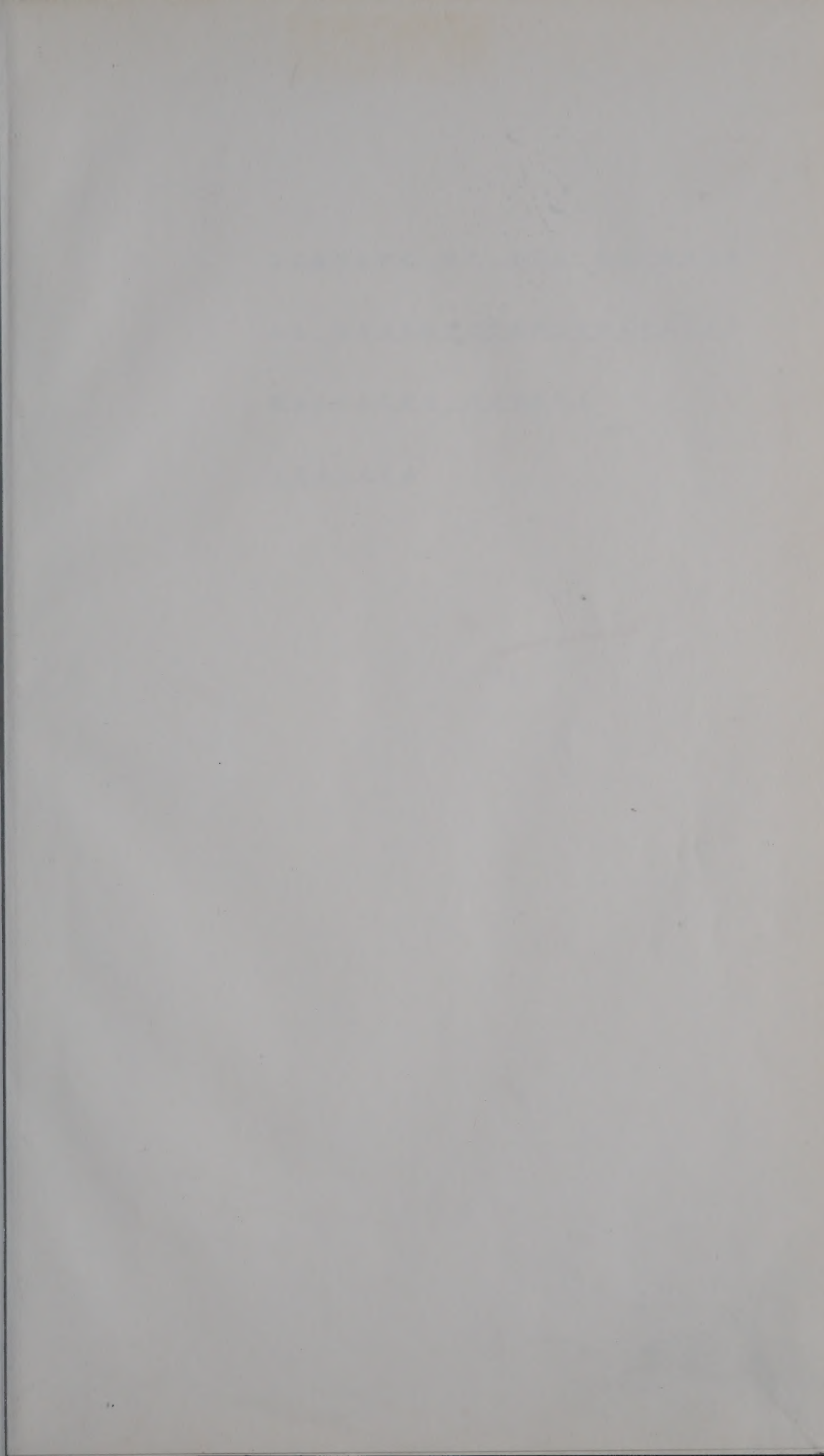
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HISTORY OF THE SCHOOLS
OF GREENSFORK TOWNSHIP
RANDOLPH COUNTY
INDIANA

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HISTORY OF THE SCHOOLS

OF GREENSBORO TOWNSHIP

RANDOLPH COUNTY

INDIANA

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1676507

The first school in England was founded in 1534 in a small town of the name of the school. The school was founded by the king and was the first school in England.

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1876207

FIRST SCHOOL

The first school in Randolph County was held in a cabin located on the hill at the north side of the Arba Cemetery. This cabin was built by the "Friends" and in it was held both church and school.

The first school was taught in this cabin in the year 1815 by Eli Overman who in 1818 was elected a member of the first Commissioner's Board and to him is credited the locating of the Public Square in Winchester.

Some of the pupils attending this first school were Jesse Parker, James C. Bowen, Squire Bowen, Nancy Bowen, the Wilcutts and Thomas children and no doubt others as the term extended into the early part of 1816.

The first building erected exclusively for school purposes was located in the woods on the east side of the road about three fifths of a mile north of Arba and this also was a log building. One of the last teachers in this building was John Jarnigan who married a sister of Mrs. Jesse Jordan. Mr. Jarnigan lived south-west of Winchester and in 1856 was elected treasurer of Randolph County on the Republican ticket.

The next building was a frame building located on the west side of the road north of Arba where the William Horn home was built later. This was a two room building and Carrie Chenoweth says she started to school there in the year 1865 at which time Mahlon Thomas, son of the second settler in Randolph County, was the teacher. He was a strict Quaker and a good teacher. Some of the other teachers were Clerk Charles, Thomas Charles, Mess Shoemaker and Minnie Bailey who later became the wife of Columbus C. Bowen.

George Chenoweth, now seventy four years of age, says he attended school in the new brick building located on the west side of the road nearer to Arba than either of the other buildings. This was in the year 1875 and the teacher was Rhoda Green. Other teachers were James S. Engle, Silas Canada, Alonzo Nichols, *George Daly, Mahlon Thomas, Daniel Bond, Samuel Glunt, Corwin Haisley, Peter McClellan, Ernest Chenoweth, Carl Mote, Clarence Lewis, Thomas & Matthew Charles, Henry Bean*
Minnie Chenoweth, Rhoda Green, Josell Jackson, Elviger, Duffer, Harlow Ruby, Thomas Woodland, Carrie Horn, Lee and wife Canada, Mrs. E. Parker, Redit Adams, William Canada, Jacob Green, Emily Little Park
Upon consolidation of schools this school with many others was abandoned over the protest of many.

EARLY SCHOOLS

January 22, 1942.

Related by Carrie Chenoweth,
age 91½ years.

THE HILL SCHOOL.

This school house was located in the South East corner of Section 7, Township 18 North of Range 15 East, on the West side of the Old Boundary and on the North side of the East & West road.

I attended my first school there about the year 1858 and Miss Martha Horn, daughter of Jeremiah Horn who lived in the brick house North of the Arba church, was the teacher. Some of the pupils were, John, Sam and Ab Hill, George, Josh, "Dock", Henrietta Chenoweth, Jess and George Hill, Fred Davis' two daughters, Becky-Jane and Mandy, John, Billy and George Lewis, and others.

The next teacher was Jess Thomas who taught one term there.

The next teacher was Joseph Jackson who perhaps lived near Union City. Mr. Jackson taught two winter terms there and in the Spring of 1862 the Recruiting Officers came to this school and the teacher enlisted for the Service. He was made First Lieutenant in Company F, 69th. Indiana Volunteers, which Company was organized at Richmond, Indiana, in July, 1862. Many of the pupils from this school enlisted with Jackson, viz: John Hill, Sam Hill, George Chenoweth, Josh Chenoweth, and perhaps others.

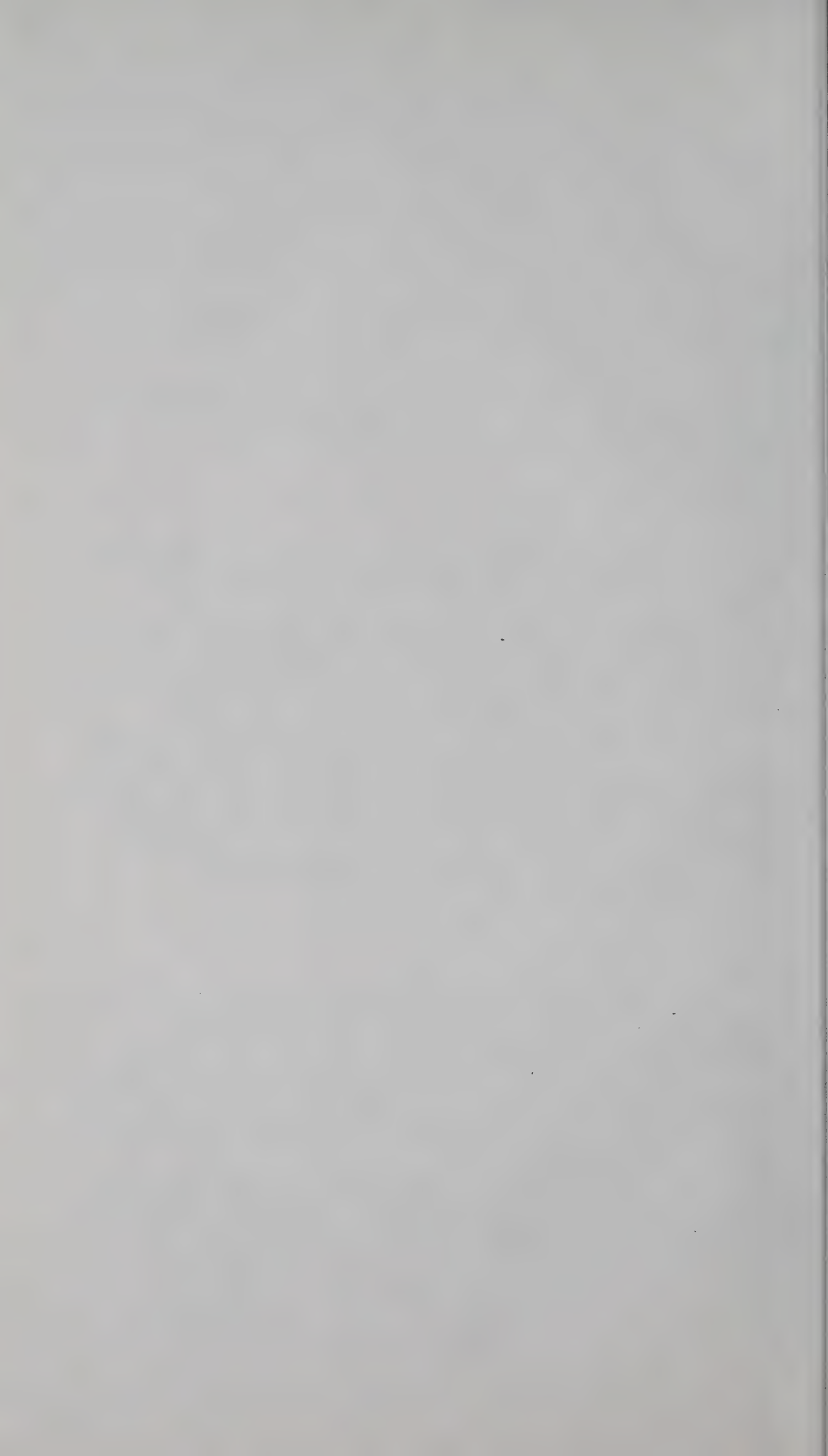
This school continued until after the Civil War.

THE JORDAN SCHOOL

This school house was located on the North East corner of the Jesse Jordan Farm lying West of the Arba Spartanburg pike, and South of the lane running West in the Town of Crete, in Sec. 22, Township 16, North of Range 1 West.

The teacher in this school about the year 1856 was Miss Julia Stark. Before this time it is thought that James D. Bowen taught a term here. About 1857 a Frank Dervinger taught a term here and Carrie Chenoweth remembers his giving a Miss Sarah Mann a severe whipping, with hickory whips, for eating a piece of biscuit in time of school.

This log building had a small window in the North, the door on the South and part of a log left out of the building on the East and glass placed in the opening. This school was abandoned soon after this and a new building was erected on the Ephraim L. Bowen farm, East of Crete.



THE SPARTANBURG SCHOOL, ON LOT WEST OF OLD METHODIST CHURCH.

This school was located on the lot West of the old Methodist church lot and was a brick structure facing the South and located about midway from the main street to the alley on the East.

Carrie Chenoweth attended this school about the year 1863 at which time John English was the teacher. The pupils would haul the teacher to school in a little four wheel wagon and in the school room he would crawl around on the floor as he was never able to walk, his legs being merely flimsy appendages. He was a very cross teacher.

The next teacher in this school was a Methodist preacher by the name of Rev. Weightman who taught one term who was followed by Miss Minnie Bailey, afterward Mrs. "Lum" Bowen, who spent the last several years of her life in Lynn. Dan Bond taught the last part of a term in this building finishing the term in the two story brick building just completed by Trustee John W. Hill located on the hill south of Spartanburg.

The old brick was torn down about 1889 when gravel was taken from the lot where it stood and used to gravel the road West from Spartanburg to the Boundary and South to the Lynn pike.

WHITE HALL SCHOOL

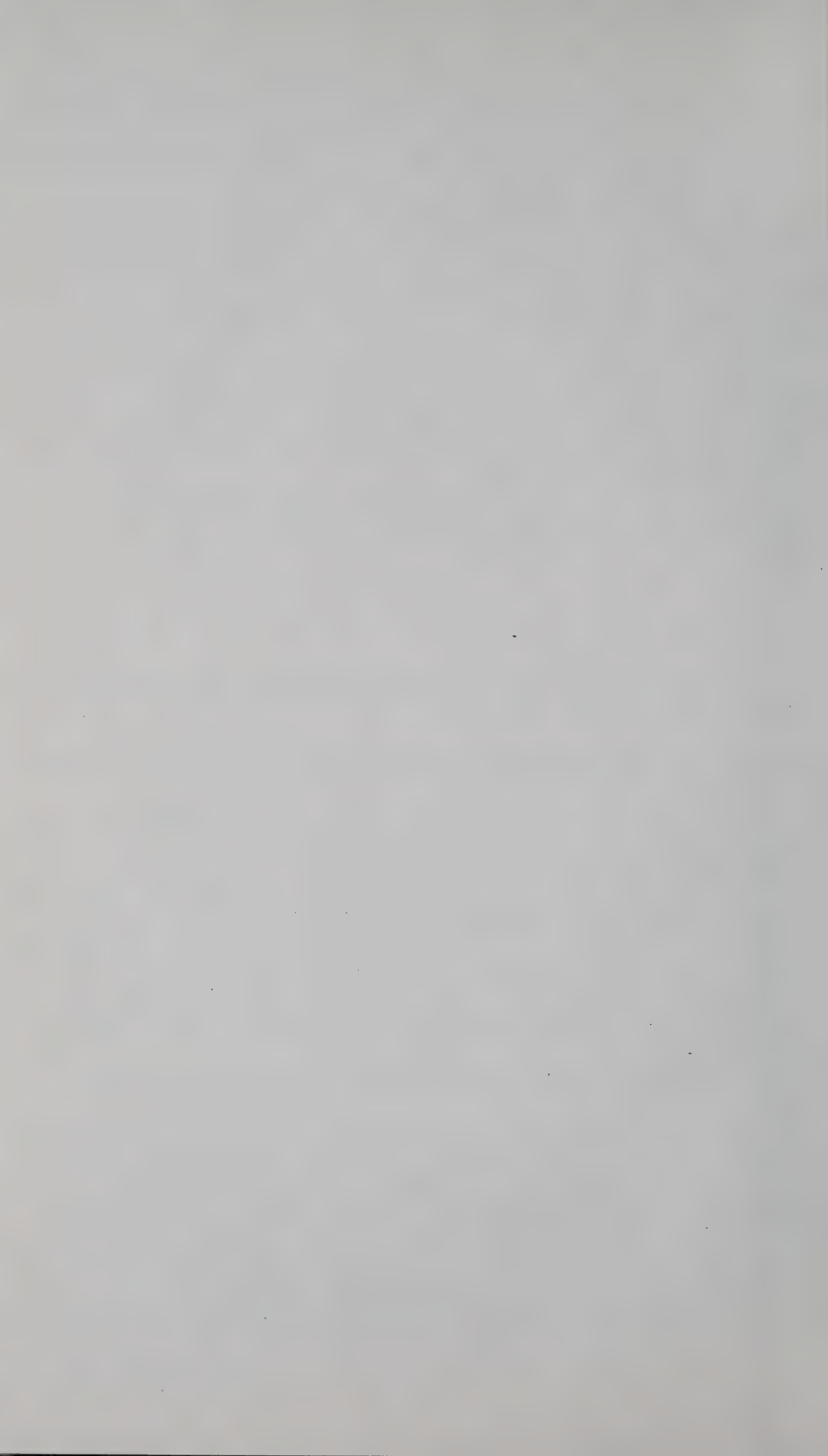
The early records for the White Hall School are very meagre. We do know that as early as 1866 there was a school at this location taught by Sarah Moist.

Mrs. Minnie Bowen Buckingham started to school at White Hall in the year 1878 with her brother George Bowen and she gives the following account:

"My first recollection of White Hall School was about the year 1878 when brother George and I started to school there. The school house was located on the corner of the Boundary Line and what is now U. S. Road 36, then known as the Lynn Pike. The building was on the south side of the Pike. It was a frame building with one window on the south side and two on the east and west, and two windows on the north side with double doors between. There was a platform on the south side of the building with three seats on each end and the teacher's desk and chair between. There were four rows of seats in the room, some small and some large, the back desk was a place for our wraps to be piled on in a heap. There was a bench for our lunch buckets and for the old wooden water bucket. The water was carried about one-fourth of a mile twice each day and all drank from the same cup, which probably washed once a year. We were called from the play-ground by the teacher beating on the side of the house with a stick.

This building was moved across the road and made into a dwelling by Rueben Manning.

A new brick building was built on the north side of the Lynn Pike, where it still stands but for the past thirty-five or forty years it has been used as a dwelling. This house was up to date. It had a hall across the east end with shelves for our buckets and hooks for our wraps. A large box stove, burning wood, furnished our heat. On each Friday afternoon our teacher permitted us to spell or cipher. At recess and noon we played town ball, the weather permitting, and in the winter we coasted down the hill on sleds and skated on a nearby pond. The teacher in this building had a hand bell which he rang twice at recess and noon and if we were not in the building by the time the second bell rang we were held after school. Such was the school that I attended at old White Hall and if there was another building before the ones I have described I never heard about it."



Following is a list of some of the teachers who taught at this school:

1866, Sarah Moist
1867, Sarah Moist

About 1863-4 or 5 Elizabeth A. Bowen Wise.

1966, Sarah Moist

1867, Sarah Moist

1868, C. W. Paris

1869, Hannah Austin Wiggs

1870, William W. Ellis

1871, Ancil Thomas

1872, Wright Turner

Some of the other teachers in this school for whom we do not have the exact dates for their services were Charles Taylor, Ernest W. ...

dates for their services were Charles Tucker, P. T. McClellan, Charlie Pearson, Wesley Clark, Henry Brown, Dolly N. N. N.

1905-1906: Wesley Clark, Henry Brown, Dollie Nichols, Emma Thomas, Ella Bowen
1907-1908: Belle Manning Berry and Carl Thompson.

1897-1898, G. M. Elliott

1898-1899, Jesse Horne

1900-1901, Dora Thompson

1901-1902, Dora Thompson

1902-1903, Dora Thompson

1903-1904, Opal Harrell

1904-1905, Florence Bowen Taylor

1905-1906, Florence Bowen Taylor

The school year of 1905-1906 was the last year for school at White Hall. At the beginning of the school year of 1906 the students from this school were transported to the Spartanburg School and thus one more little red school house was closed in the movement toward consolidation.

9-18-1945

Glen O. Chenoweth
Supt. Randolph County Schools

THE AUSTIN SCHOOL.

This frame building was located one-half mile North and one-half mile West of the "Dick" Brown School and was abandoned the year the Brown school was built. Tom Morgan taught the first half of the year of 1884 and 1885 at this Austin school and at the first of the year of 1885 went to the Brown school for the remainder of that term. One other teacher before Thomas Morgan taught here was Baxter Williamson.

Many of the pupils named as attending the first term at the Brown school came there from the Austin school when it was closed permanently.

THE WITTER SCHOOL.

This was a brick building located one mile North and one and one-half mile East of Lynn. Merl Chenoweth states that he attended Summer School there in the Summer of 1879, the teacher being Miss Cora Frist, afterward Mrs. Gov. James P. Goodrich. The next winter term was taught by Chas. Tucker, son of Ebenezer Tucker, an educator and author of the First Randolph County History published in 1882. The next teacher was Wesley Clark, followed by Joe Locke, George Chenoweth, Lewis Campbell, Frank Potts and others. Oscar White followed Chas. Tucker.

This old brick was demolished and a new frame building erected which was abandoned when schools were consolidated.

HART'S GLORY

This was a small frame building located in the North Central East side of Section 23, Township 16 North of Range 1 West the location being on the South side of Road #36, one-quarter mile East of the Jackson pike. Some of the teachers in this school were Lydia Bowen, later Mrs. John M. Chenoweth, Joseph Polley, and Wright Turner. About the year 18 a brick building was erected on the South West corner of Section 13, on the North East corner of the junction of the Jackson Pike and #36, which school continued until consolidation. Some of the teachers were, Will Morgan, Emma Bowen, later Mrs. Albert Jackson, Will Converse, George V. Chenoweth, Emma Thomas, Harry J. Wise,

THE "DICK" BROWN SCHOOL

This brick school house was located on the east side of Section 19, Township 19 north, of Range 15 east at the centre of the section north and south. It was erected about 1884 the first school beginning January 1885 with Thomas Morgan the teacher.

Some of the pupils were Bob, Alpha, Ora and Rosa Horner, Orie and Merl Chenoweth, Frank Morgan, Clate and Cliff Metler, George Miller, Ad, Mary, Warren and Perry Moore, Deli, India and Villa Platt, John, Maud and Dally Beverly, Etta Rich, *Frank Morgan*, Emma Perkins, Maud Bunch, Lora Brown, Ernest Rich, Henry Morgan, Marcus Rash, Ida Moore, George Hutchinson, Durell Needham and others. *Etta, Lory, Chenoweth, Ethel Anderson, James Crow, Marcus, Della, Will, George and Harry Wise, Elsie C. Wise,*

The teachers following were George Comer, Wesley Clark, Web Bortner, Corwin Haisley, Orie Chenoweth, Chas. Mann, Merl Chenoweth, George Wise, Harry Wise, *FRED RUBY, WILL MOORE,* *Carl Mote*

The school was abandoned and the building sold to the Friends for church purposes about 19 .

ONE OF THE EARLIEST CHURCHES AND SCHOOLS

Sometime after the year 1900 Noral Anderson was living on the farm lying just East of Spartanburg on the south side of the road and while working near the old cemetery located on this farm two old men came over to the cemetery, one of whom was Raphael Wiggs who at that time lived at Redkey, Indiana, and who had come to Union City on the train and then walked to this old cemetery to visit again the graves of some of his family.

He pointed out to Mr. Anderson the exact location of the Friends' Church that was located there and said that the church was used for both church and school and that he had attended school there in the year 1828. He said the church was located about one hundred fifty feet south of the cemetery. He said his wife and children were buried in this cemetery. This must have been one of the earliest churches in the Township as it was only thirteen years after the building of the first church at Arba and the school must also have been numbered among the first.

Have just learned that this visit was made in the year 1903.

GRANGER HALL.

School was first held in this district in a log church located on the northeast corner of the Snow Hill Road and the Horn Free Gravel Road just two miles north of Spartanburg.

In the year of 1865 this building was moved by Henry Wise who lived the first house east on the north side of the road, and was used as a barn.

A frame building was built on the same site and was known as Pleasant Grove School. When the Grangers built their hall on the northwest corner of the above cross roads about 1870 the community arranged to have school in the lower room of this building as it was a much better room than that provided in the school building. The play grounds remained on the east site.

The building known as Pleasant Grove School was moved ^{by} Emsley Jackson to his farm just south and on the east side of the Horn Free Gravel Road and used as a dwelling for a number of years. At present it is used as a corn crib by Mrs. Emma Jackson on this same site.

Granger meetings were held once each week. Some were social in which recitations, dialogues and music were features of the evening. Debates also took quite a prominent part in meetings set aside for that purpose. John Fletcher Middleton was one of the principal debaters. Teachers were as follows:

Elizabeth Wise (Aunt Lib) 1866.

Isa D. Barnes 1871.

W.D. Graves 1872.

Joseph Bright 1873-74.

Charles Pierson 2 or 3 terms.

Sam Glunt 1881-82.

Mary Glunt 1882-83

" " 1883-84

Corwin Haisley

Will Morgan

Jim Lauder

Henry Brown

Sol Hartman

Frank McFarland

Sam Chenoweth.

Harlan Ruby.

O.C. Bowen 1889-90 last teacher at old Granger Hall and with it passed a milestone of early education in Greensfork Township.

*The History of these two schools furnished
by Gail Chenoweth, 2/5/1945*

SCHOOL DISTRICT NUMBER TEN, GREENSFORK TOWNSHIP.

With the closing of Granger Hall in 1890 the following patrons on March 8, 1891 petitioned J.W. Taylor, Township Trustee to erect a building at Floods Corners. This was the intersection of Snow Hill Road and what we now know as the Jackson Pike.

M.H. Kirshner	3 children.	Michael Lahey	3 children.
A.S. Morgan	5 " .	Larkin Archey	3 " .
J.A. Bortner	6 " .	Lincoln Shumake	
John Gray	1 " .	Mary Flood	2 " .
J.J. Anderson	1 " .	Fred Hurt	2 " .
Gilbert Anderson	3 " .	William Shumake	1 " .
E.M. Scholl	3 " .		

In April 1891 the following patrons of this same district petitioned J.W. Taylor, Township Trustee, to erect a school building on the lot already owned by the Township at the northeast corner of the Snow Hill Road and the Horn Free Gravel Road. This of course was the site of the original school known as Pleasant Grove. The building was to be twenty-six feet by thirty-six feet at an estimated cost of from twelve to fifteen hundred dollars.

James Armstrong		Henry Wise	2 children.
Peter Stidham	1 child.	P.H. Goodall	
J.C. Beckley	3 children.	Matthew Goodall	4 " .
H. Musselman	3 " .	Edward Vick	1 " .
George Platt	4 " .	Hannah Vick	
J.L. Jackson	2 " .	Phillip Miller	1 " .
Alfred M. Ruby	2 " .	C.B. Courtney	
R.H. Stocksdale	1 " .	William Courtney	
Willie Brown	1 " .	James P. Ruby	
C.E. Welch		Val Coppess	
D. Ruby	3 " .	Abraham Hutchison	2 " .
Frank Comer		W.L. Comer	1 " .
Amos Comer			
George H. Mann	1 " .		
George Comer			
Isaac R. Thomas			
John C. Ruby			
John O. Wise			

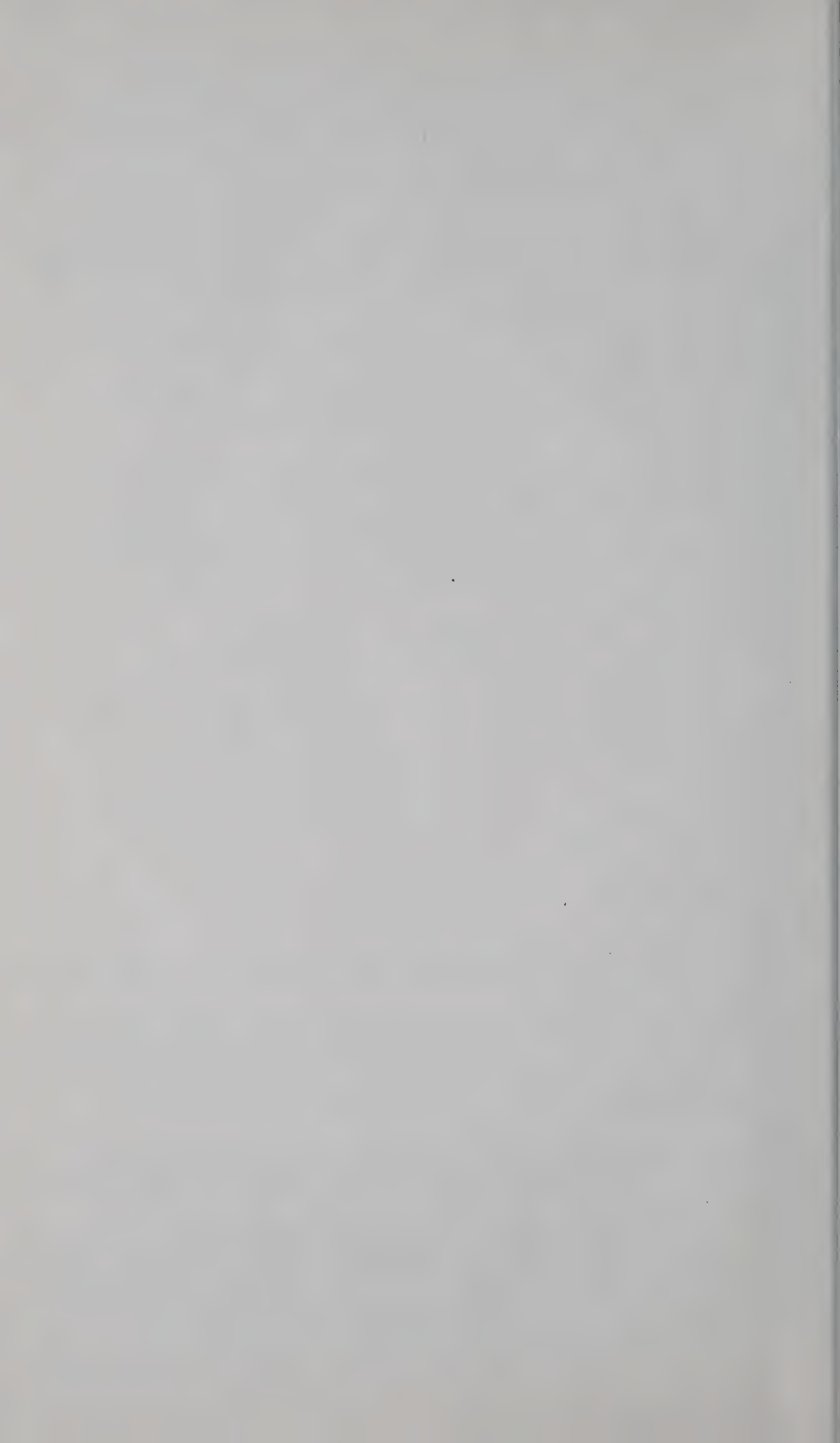
On May 4, 1891 Trustee J.W. Taylor decreed that the building be located one-third mile west of Floods Corners or just east of where Michael Lahey was living.

On May 28, 1891 the following appealed to the County Superintendent J.W. Denney that they were dissatisfied with the location of the site.

Alfred Ruby, School Director.
Henry Wise.
Peter Stidham.

On June 3, 1891 a hearing of the foregoing cause was held at Spartanburg by County Superintendent J.W. Denney and the decision of the Trustee was affirmed. The following list of teachers is not complete.

P.L. Ladd		Ancill Elliott	1900-01	Sadie Horn	1906-07.
Carl Chenoweth	1894-96	Carl Thompson	1901-02	Jacob Rich	1907-08.
P.L. Lawrence	1897-98	George Elliott	1902-04	Thus ended school	
George Elliott	1899-1900.	Bertha Ullery	1905-06	in District #10.	



Bowen School # 7.
1864 - 1881

1864

In 1864 Ephriam L. Bowen and Anna J (Corbet) Bowen, his wife deeded to the township, to be used as a school site, a plot of ground eight rods square, located in Sec 22, Tp. 22 range 1 west, just south of the long strip of woods which extends south from national road # 36 the full length and just west of the west line of the Alonzo Murray farm. There seems to have been a road running north and south through these woods past the school and on south some 20 or 30 rods east on the Ephriam Bowen home which was located about one third of a mile south east of the school site. A road also came from what is now Crete along the north side of where the railroad now is back to the school, this road connected with the Spartanburg and Arba road at the present site of Crete.

Along the road running west on the school and between the school and Crete were two cabins, one where Anna Jane Corbit had lived before her marriage to Ephriam Bowen, and one in which a family by the name of Helms lived.

Ida Mae (Bowen) Jordan now 85 years old says she remembers the school house to be about 20 by 30 feet, one room, frame, with the teachers platform to the north, the black board along the east. Mrs. Jordan attended school here one term in 1870 at the age of ten. She says that she remembers besides other members of their own family, (Mrs Sol Boren, Chas E. Bowen and Mrs Charles Hutchens) who attended the Bowen School, there was the Edwin Chenoweth's children (Mrs. Belle Anderson, and G.F. Chenoweth) who walked with them from their home places some two mile south west of the school. She says that Mrs Etta (Moore) Armstrong and other children came from the west down the lane which comes up to what is now Crete. That Alva and Elisha Harlan came from where Bert Wiggs now lives, that from the Wilson Anderson farm east of Spartanburg came Norman Anderson and his brothers, that from the south came the Ephriam Bowen children, and the Corbet children, from on farther south came the Henry Thomas children, (Ancil, Margaret, Anna & Emma) from west of the Thomas'es came the children of Silas Horn, (Fred, Vesta and Martha).

gives the names

The township school records ~~XXXXXX~~ of the teachers and when they taught, as follows, 1868 Rhoda Green, 1867 Mary E. Kelley (Blair) & 1868 1869 S.C. (Lum) Bowen, 1870 Rhoda Green, 1871 David Haisley, 1872 J Ancil Thomas & R.A. (Dick) Leavell, 1873 W.W. Fowler, 1874 Viola Hodgson. Others who taught there were Elizabeth Bowen (Daughter of Ephriam Bowen) and Bright Newton. We do not know whether these last two taught before or after those listed above nor the just when the school started and closed, but the first term was probably in 1865 and the last term possibly in 1878 or 9 as the site was deeded back to Ephriam Bowen in 1881 by John F. Middleton who was at that time trustee. Mr. Bowen sold the ground to the township in 1864 for \$2.00 and bought the ground and building back in 1881 for \$5.00. (Both republicans)

July, 8th, 1945

Reported by Shillard Jordan

THE WITTER SCHOOL* DISTRICT NO. 5.

by
ORIE CHENOWETH

The first building of which we have any record was a frame building located on the N.E. corner of the old Ezra Cadwallader farm, one-half mile east of the cross roads where the two later buildings were located. It stood on the south side of the road just east of the Witter homestead from which it took its name, Witter. This first building was sold to Harlan Hunt who moved it to his farm one fourth mile east making it a part of his residence, which still stands on the Howard Chenoweth farm.

The first teacher of which we have any account was Minnie Bailey, later the wife of S.C.(Lumb) Bowen of Lynn. The time of term is fairly well established as the winter of 1864 and 65. She was followed in 1865 by Mary Kelley, later the wife of Dr. J.S.Blair of Lynn.

The new brick building was erected on the S.W. Corner of the cross roads one-half mile west in 1865. Mary Kelley began the term in the old building, later moving to the new brick building to complete the term.

The next teacher was probably Frank Dervinger who was very cross, always keeping a supply of whip in the room.

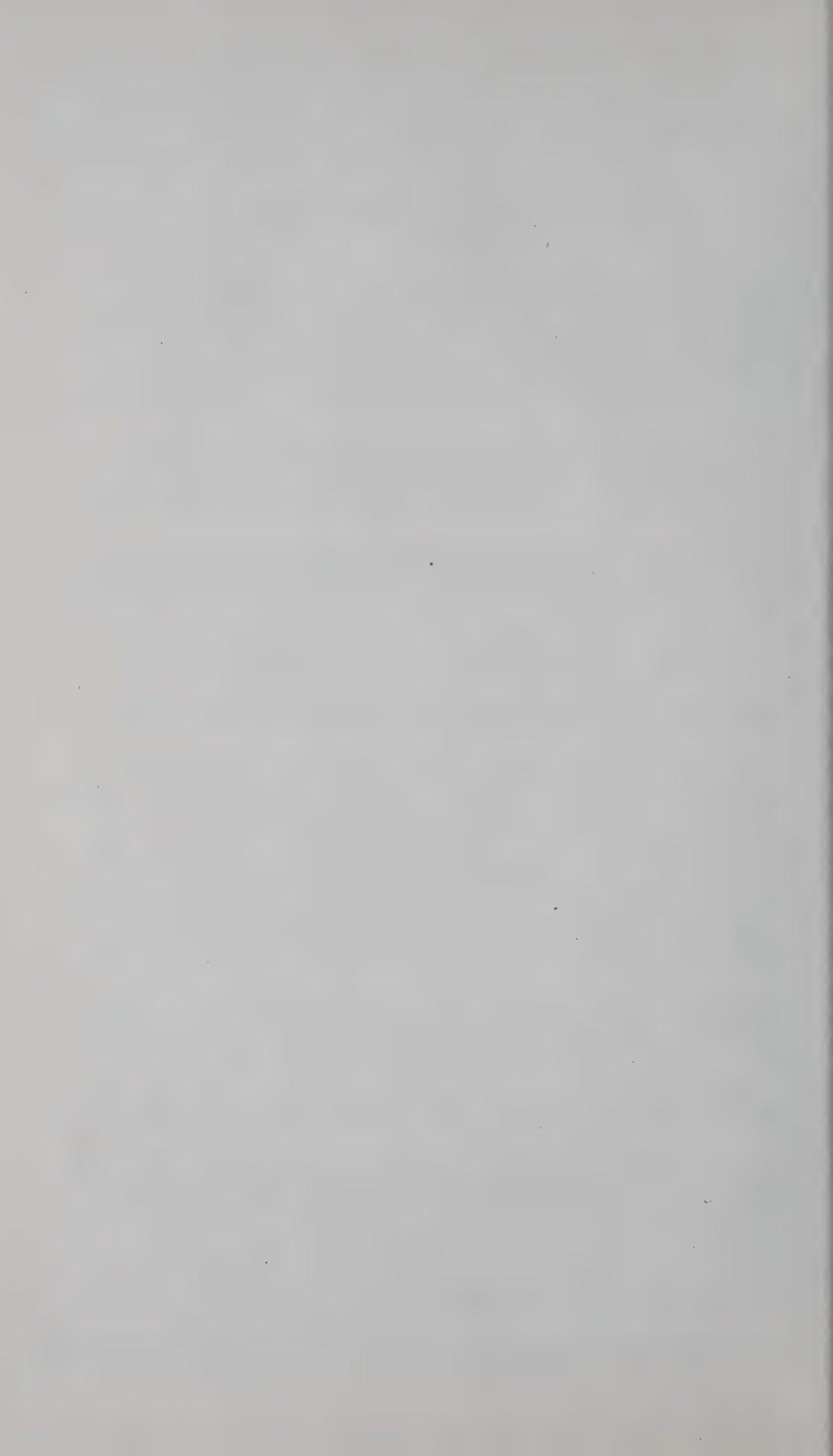
Charley Paris taught his first school here wearing a suit of bluejeans all winter and boarding at Samuel Witter's. His salary was eighty cents per day.

Tom Benson, from Fountain City, taught here, and according to authentic information, had no education and was a very poor teacher. He refused to treat at Christmas time, so the boys made up a few pennies and went down to Ike Farmer's, one mile south, and purchased some candy which they divided among the scholars. This made Benson angry so the larger boys and girls grabbed him and took him to the little stream south of the school where they poked his head under the water, demanding the promise of a treat. Upon being released he drew a revolver declaring he was going to shoot the leaders, but upon observing that all were armed with clubs, stones, brickbats etc. which he knew they would use, he changed his mind.

Other teachers were David Haisley, Billie Halliday, Wright Turner and others. All of the above information was given to my Brother Merl by James Witter who was ninety years old and was in attendance at this school when all this happened.

The one room brick building erected in 1865 was torn down to make room for the new, two room frame building which was completed in time for the 1901 and 02 school term.

This District school was discontinued at the close of the 1921 school term and consolidated with the Central Township School at Spartanburg. The building was torn down and the material sold by Earl Welch.



The following were teachers at this Witter School.

1864-5	Minnie (Bailey) Bowen	1892-3	
1865-6	Mary (Kelley) Blair	1893-4	Ora Houser
1866-7	Frank Dervinger	1894-5	J.Wick Chenoweth
1867-8	Charley Paris	1895-6	Lemuel Ladd
1868-9	David Haisley	1896-7	Vienna Ruby
1869-70	Billie Haliday	1897-8	
1870-1	Thomas Benson	1898-9	
1871-2	Wright Turner	1899-00	Charles Ladd (Primary)
1872-3	S. J. Chenoweth	1900-1	Lewis E.Campbell
1873-4	Jennie Peele	1901-2	Charles Mann Leona Winship
1874-5	Evan S. Thomas	1902-3	Ancil Elliott Josie Bowen
1875-6	Wm. M. Haliday	1903-4	Ancil Elliott Josie Bowen
1876-7	Wm. Ellis	1904-5	Mayme Johnson Orpha Alexander
1877-8	Mr. Teague	1905-6	F. M. Potts Orpha Alexander
1878-9	Charles Tucker	1906-7	Will Moore Pearl Bird
1879-80	Oscar White	1907-8	Will Moore Leona Winship
1880-1	Joel E. Locke	1908-9	Lester Clark Fae Crist
1881-2	Wesley Clark	1909-10	F. M. Potts Fae Crist
1882-3	Wesley Clark	1910-1	Lester Clark Ruth Wysong
1883-4		1911-2	Russell Yeatts Ruth Wysong
1884-5		1912-3	F. M. Potts Nellie Mote
1885-6		1913-4	F.M.Potts Nelle Mote
1886-7	Flora Davis	1914-5	F.M.Potts Nelle Mote
1887-8	Hettie Cook	1915-6	F.M.Potts Louise Hough
1888-9		1916-7	F.M.Potts Louise Hough Brinkley
1889-90		1917-8	Byron Clark Lucy Thorn Morgan
1890-2		1918-9	Cail Chenoweth Grace Hinshaw
1891-2	George V.Chenoweth	1919-20	Raleigh Miller Aura Branson Purdy
		1920-1	Wm.R.D.Thornburg Helen M.Burk

The writer of this article attended the Witter school from 1877 to December 1882 and at that time the the following were some of the pupils:- Clara, Lizzie, James, Charles and George Crew, Clinton, Elmer and Eva Jennings, Dora and Elery Boone, Will and Oscar Quigg, Jennie, Dode and Will Brown, Clell, Bell and Carrie Jennings, George and William Davis, Samantha Cadwallader, Marshal Moody, Asa Harris, Noah Hutchens, Charles Mann Jordan, Curtis, Nettie and Lora Taylor, Marion, Nellie and Nettie Shreevs, Malissa Armstrong, Ella and Frank Hollingsworth, William Maines, John Witter, Ida and Will Moore, Merl and George (Orie)Chenoweth, David and Serepta Farmer, John, James and Mary Welch, Geneva Thorn, Mattie and Eva Lewis and Clayton Chenoweth.

The writer taught his first school here in 1891-92 enrolling seventy six pupils with all the eight grades represented.

The brick building was used as the voting place in the west precinct, Greensfork Township and I served on the election board in November 1892 at which time the Australian Ballot System of voting, as we have today, was first used in Indiana.

Signed George V. Chenoweth.

History of the Austin School District No. 11.

The following is a description of the old Austin School from the time the building was built in the summer of 1861 until the year of 1946 with the names of teachers and with some information concerning them as written by Sarah E. Moore at the request of Mrs. Harry C. Wise, for the benefit of the Greensfork Township Historical Society.

The Austin Schoolhouse was built on the corner of the eighty acre farm owned by Richard Stockdale, which was located two miles north and two and one-half miles west of Spartanburg, Greensfork Township, Indiana. This land was donated to the Township so long as it was used for school purposes.

The Austin Schoolhouse had a rostrum in the back part of the room and it was several inches higher than the other part of the floor. The teacher's desk was on the rostrum as it was easy to see all over the room. The blackboards were situated on the back wall. All of the classes were called to the rostrum to recite. There were seats for them to sit on when they needed to sit down and they could go to the blackboard when they needed to use it for their lessons but they always stood in a row to spell. The teacher would always give head marks to the one who stood at the head of the class when the spelling lesson was completed. They could number and go next time to the class according to their respective numbers, the one who was given the headmark would have to go to the foot of the class. The west end was always the head of the class. The teacher would pronounce the words to be spelled as they came in the class. If you could not spell the word given out to you it was passed on to the next until it was spelled correctly and in that way everyone in the class would hear all of the words spelled and would have to be interested all of the time because if the word was passed to him and he would miss spelling it correctly it would be passed on to the next and whosoever spelled it correctly it would go above all that misspelled that word.

They had the old wooden benches that could be moved around and the heating stove was placed in the middle of the room. The south side of the schoolhouse was the front and there were two rows of seats on each side of the room. The girls sat on the west side and the boys on the east side of the room.

The first schoolteacher was my Uncle Alexander Moore during the winter of 1861 and 1862. The summer of 1862 he volunteered in Co. F, 69th. Inf. of the Civil War and remained in the army until the end of the war.

Josh Brown taught during the winter of 1862 and 1863. He had a spelling school during his term of school every thursday night. These spelling matches became very interesting. Spellers came for several miles around to enter the spelling contest. There was always a good crowd and nearly everyone would spell. Louis Austin and Cass Burkabile would nearly always choose the classes to spell. They were considered good choosers. The evening before the spelling school the teacher and scholars would move the benches around with the desks against the wall which would leave a space in the room to move about and was handy for them to spell with climbers which they did at times. The ones that choose the two classes would try to send one of his best speller to the foot of the the other fellow's class to go on up if he could and would place one of his best spellers at the foot of his own class to keep the climbers from going on up. The climber that got to the top first was champion for that time. This way of spelling was used a good deal that winter but the spelled different ways.

Malissa Moist was the next teacher during the winter of 1863 and 1864. She was a sister of David Moist of Union City who lived to be more than one hundred years old and was the last Civil War Veteran of Franklin County. Malissa lived to be over ninety years old.

Hannah A. Austin was the next teacher in 1864 and 1865. She taught for several years at this school and rode horseback some of the time while teaching. Her last term during the winter of 1878 and 1879 the wooden benches were replaced with seats that were screwed to the floor. After her term of school was out she married John Wiggs. My Mother went to school to Hannah Austin in the summer of 1864. Hannah taught a summer school during the summer of 1876.

I believe Mollie Mansfield taught the weinter of 1865 and 1866. My father did not go to school to her but I remember her telling me about tobacco in school.

There is a space of time between 1866 and 1875 that I know nothing about. I started to school during the summer of 1865 to a teacher by the name of Joe Bright who was a cripple and had to use crutches.

My next teacher was Mahala Bromfield in the winter of 1875 and 1876 who was Alva Kinshaw's mother. Alva is a missionary in South America.

Fremont Graves taught the winter of 1876 and 1877 and his home was in or near Bartonla, Indiana.

Cora Frist taught a summer school here in 1878 Or 1879 and she taught several terms in Lynn later and finally married James P. Goodrich.

Charles Tucker taught during the winter of 1879 and 1880 and boarded with his brother-in-law Samuel Rich.

Baxter Williamson taught the winter of 1880 and 1881. They raised a pole in the school yard the fall of 1880 for James A. Garfield. The teacher and scholars got the pole from the woods on pur farm. They raised the pole at the edge of the yard in front of the Schoolhouse and did some "hurrayahing" of course for Garfield, then one night some one put it down which angered the school very much. Some said the pole had gone democratic. They raised it again and Baxter and his brother-in-law John Perkins took turn about watching it for awhile. Baxter went to Oklahoma and died there I believe.

Luella Paris taught the summer of 1880 and Oscar White taught the summer of 1881 and the winter of 1881 and 1882.

Charlie Pierson taught the winter of 1883 and 1883 walking to school from Spartanburg four and one-half miles away. He came on the hunter wagon with Fred Brown the summer of 1883 and he told me it was just fifty years since he taught here. He said so much of the timber was gone since he was here and that was the most change that he noticed. He was living in Texas at that time on the Rio Grande and had a fruit ranch there.

Tom Morgan taught the winter of 1883 and 1884 walking from Spartanburg to the fall of 1884 until the new brick schoolhouse was ready to use then finished the term there.

There was an amusing incident occurred during the Thomas Morgan term of school. He announced that there would be a spelling school for a Friday night when there was a fine sleighing snow and a fine winter night. Thomas came a built a good fire and people kept rolling in in sled loads and sleigh loads until there was hardly standing room in the building. The building got so wedged in that a person could hardly turn around. Everyone wanted to get near the stove and the teacher concluded it would be impossible to hold the spelling school. He had a mild voice so he stood on a chair and announced there would be no spelling school and dismissed the crowd so many of them went home then and some stayed. We went home and after we were home we kept seeing a light at the schoolhouse so Pa thought he would go and see about it. When he got there he found they were having a spelling match after all. They had all been spelled down except Will Rich, who belonged to our school, and a young man who lived west of here a few miles whose name was Hinshaw. They were spelling and the teacher was hunting words trying to get them down. They kept spelling until most everyone had gone home and it was getting late. I do not remember who was champion but they sure got Pa interested.

My grandfather, Henry Wooten and Thomas Tuttle fixed up for the school the most of all while my mother went to school in the log cabins. Cynthia Jane Ruby who married William Bailey was my mother's first teacher. My father, Samuel Moore, substituted for Billy Bailly in the army of the Civil War and Bill paid him six hundred dollars.

My mother's teachers were Nathan Brown, Joseph Jennings, Jonathan Mikesell, William Tuttle and Cynthia Jane Ruby, all in the log cabins in the community and all attended the Austin School during the terms of the first four teachers.

My grandfather, Henry Wooten, was the director of the Austin school all the time until 1878 I believe. He would see after all the needs of the school such as wood, chalk and the different things and would call the school meetings to elect the teachers and he kept the key to the house.

Brant Beverly took care of the schoolhouse after Henry quit and he kept position for some years and may be until the school closed.

This School District No. eleven has had two schoolhouses built on it. The Austin school house was the first and it was a frame building and then they built a new brick building which was called the Brown school and is now the Peacefull Valley Church. The Austin school was named after the Samuel Austin family who lived near it. The Brown school was named after "Dick" Brown who lived near the school.

The Austin school house was sold at auction in the winter of 1884 and 1885 and my father, Samuel Moore, bought it for forty dollars and moved it on his farm and made it a residence. Some of his family have lived in it every since and at the present time, 1949, his son, Addison Moore and wife, occupy it, having bought it in the fall of 1944 and moved there the winter of 1945.

My parents and I together span a century of time. My father was born Sept. 30, 1841 and my mother was born Nov. 30, 1846. I was born March 18, 1898.

Sarah E. Moore.

RECORD OF TEACHERS IN THE GREENSFORK TOWNSHIP SCHOOLS
FROM 1866 TO 1875

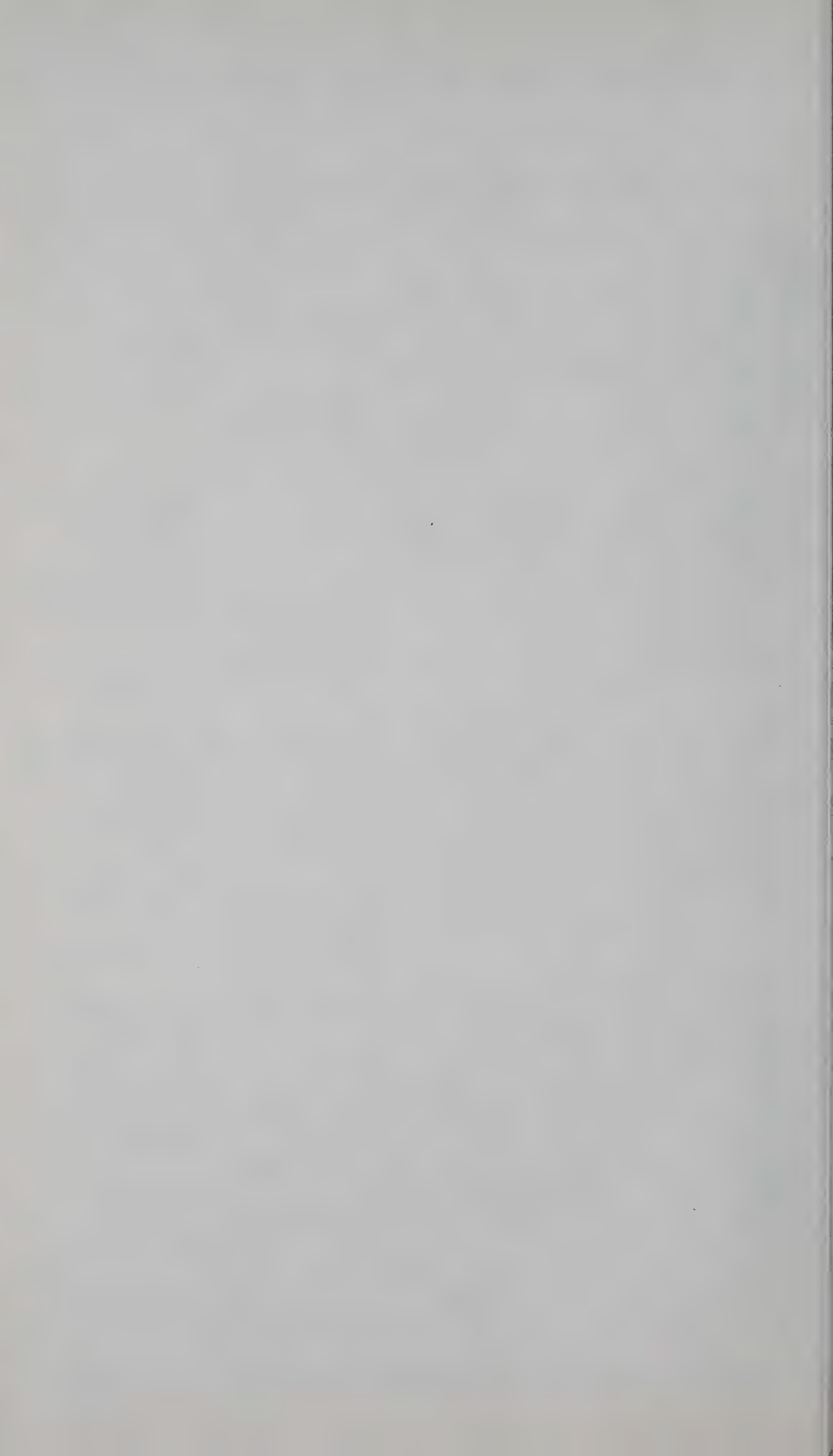
District No. 1 Pin Hook. No. 2 Arba *Two Rooms*

1866 David Powell	Minnie Bailey	
1867 David R. Thomas	Rhoda E. Green	Minnie Bailey
1868 H.A. Harrison	Rhoda H. Hodgkin	Anna E. Moist
1869 Jacob Simmons	J.E. Polley	Jacob Polley Jennie Hunt
1870 J.B. Harrison	J.B. Unthank	
1871 Samuel J. Chenoweth	Lydia Beard	
1872 D.R. Thomas	D.W. Hunt	R.T. Maltbie
1873 Jennie Hill	Daniel Bond	Jennie Penland
1874 Jennie Hill	B.F. Morgan	Rhoda Green
1875 Jennie Hill	Rhoda Green	

No. 3 Clark	No. 4 White Hall	No. 5 Witter	No. 6 White Hall
1866 Samuel G. Hill	William Bond		Sarah Moist
1867 Mahlon Thomas	Simpson Hinshaw		Sarah Moist
1868 Minnie E. Bailey	Wright M. Turner		C.W. Paris
1869 Hannah Morine	Wright M. Turner		Hannah Austin
1870 Irwin H. Cammack			William W. Ellis
1871 S. "Lum" Bowen		Wright M. Turner	Ancil Thomas-W. Turner
1872 S.J. Chenoweth		David Haisley	Wright Turner
1873 Wright Turner		Jennie Peele	
Hannah Rich		Evan S. Thomas	
1874 A.L. Nichols		Daniel Bond (?)	Ella H. Ross
Mollie Stakebake		W.M. Holliday	A.B. Smith
1875 Mollie Stakebake			

No. 7 Bowen	No. 8 Harts Glory	No. 9 Spartanburg	No. 10 Granger Hall
1866 Rhoda E. Green	Lydia A. Bowen	Warren Cooke	Elizabeth A. Bowen
1867 Mary E. Kelley	Martha Alexander	A.J. Stakebake	Elizabeth A. Bowen
1868 Mary E. Kelley	R.B. Powell	John English	P.H. Clear
1869 S.C. "Lum" Bowen	J.B. Harrison	John English	Sam J. Chenoweth
1870 Rhoda E. Green	R.B. Powell	John English	James M. Lowder
1871 David Haisley	Robert M. Swerer	J.S. Engle	
1872 J. Ancil Thomas	Carrie E. Moore		Asa D. Barnes
R.A. Leavell	A.E. Helm		W.D. Grave
1873 W.W. Fowler	Eva Needham	William D. Stone	Joseph Bright
	A.L. Nichols		
1874 Viola Hodgson	A.L. Nichols	Daniel Bond	C.F. Tucker
		Lizzie Bond	Frank J. McFarland

(Austin)	No. 11 (Brown 1885)	No. 12 Pocket	No. 13 Colored	Twp. Trustees.
1866 Thomas Barnes H.	Hannah Austin	Hannah Austin	13 Seminary	John Harlan
1867 Hannah Austin	Henry Tisor	Henry Tisor		John Harlan
1868 S.M. Shipley	Hannah Austin	Hannah Austin		Frank G. Morgan
1869 Mollie Mansfield	Carrie E. Moore	Carrie E. Moore	R.G. Bagby	Frank G. Morgan
1870 E.J. Brown	Elnore Shockney	Elnore Shockney	Geo. W. Chavds	Frank G. Morgan
1871 Mollie Mansfield	Elnore Shockney	Elnore Shockney	John O. Mason	John W. Hill
	Hannah Austin	Hannah Austin	George W. Chavds	John W. Hill
1872 Hannah E. Austin	Uriah Hinshaw	Uriah Hinshaw	E.T. Cotman	John W. Hill
J.D. Clear			Geo. W. Chavds	John W. Hill
1873 J.D. Clear	Hannah Austin	Hannah Austin	Ebenezer Tucker	John W. Hill
John D. Clear	Hannah Austin	Hannah Austin		John W. Hill
1874 Ella Stidham	Hannah Austin	Hannah Austin	Ebenezer Tucker	John H. Taylor
Hannah Austin	Ella Scott	Ella Scott	Ebenezer Tucker	
1875 Joseph Bright				



ERNST E. CHENOWETH
ATTORNEY-AT-LAW
PORTLAND, INDIANA

March 7th, 1942

Mr. Merl Chenoweth
Lynn
Indiana

Dear Merl:

I am enclosing some data regarding the Pinhook School, and I believe the Roster of the teachers is practically correct, however, I suppose there are several mistakes in the Roster of pupils. Both of these you need not return as I have copies of same.

I would like to have the one marked with red returned as this is data that someone sent me and I want to keep it filed with my papers.

Pinhook School, district No. 1, was located on the North-east corner of Section 35, Township 16 north, Range 1 west.

It seems that they had a teacher at the school as early as 51 and that it was known as Metlers School House, and that the Township was numbered in Districts on December 27th, 1855, by Trustees, Jeremiah Horn and Ezra Cadwallder.

I do not suppose the list of teachers or the list of pupils at the Pinhook School will be very valuable for what you want to write in the history but you can get from this some information about same.

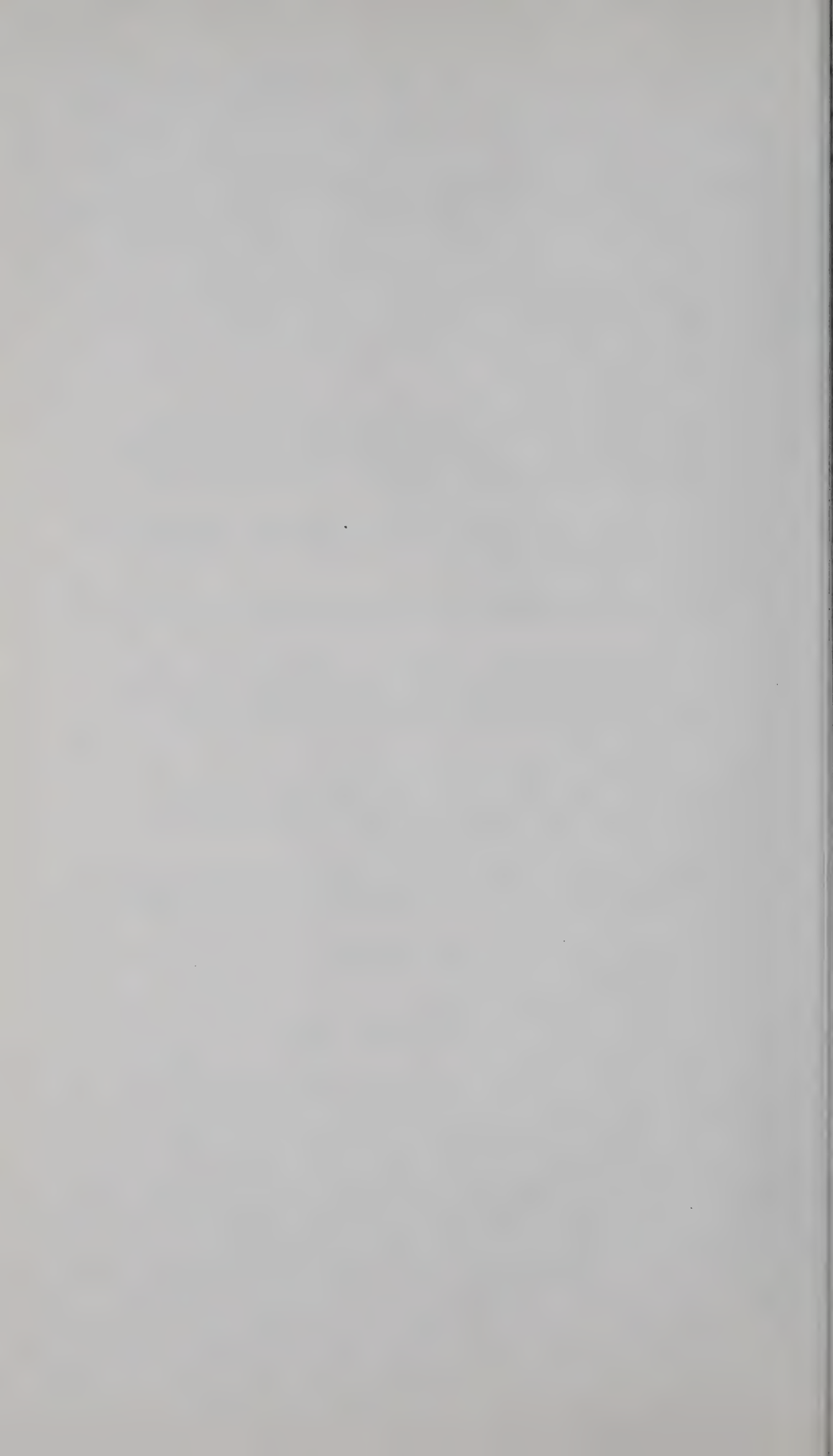
Say Merl, I would like for you to send me Opie's address at Dayton, and I have written him just addressed it Wright Field but do not know whether he will receive it.

We enjoyed the meeting very very much.

Come and see us when you can.

Yours very truly,

Ernst



SCHOOL TEACHERS OF SCHOOL DISTRICT NO. 1
PINHOOK-GREENSBORO TOWNSHIP, INDIANA
SEPTEMBER 17, 1939.

Year	Name	Salary	Remarks
1861	Jacob Harlan		
_____	Joe Ivins		
1863	Price Fellows-----	\$1.00 per day	
1867	John Sasser-----	1.25 per day	
_____	Elic Harrison		
_____	William Wiley		
_____	Lib Parker		
1869	Loy S. Burnt		
1862	Isaac Arnold, died while at Arba, and Lydia A. Bowen, finished the school, and taught there during the winter of 1863 & 64, and John H. Chenoweth, was a pupil during winter of 63 & 64 at Arba.		
1863	Joe Deter		
1864	Lydia A. Bowen-----	Pinhook--	Spring Term
1864	" " "	"	Winter Term
1865	" " "	"	Spring Term
1865	" " "	"	Winter Term
1866	" " "	"	Spring Term
1866	" " "		
Marta Glory, Winter Term, until Jan. 16th, 1867, when she married John H. Chenoweth, and resigned as teacher.			
1866	David Powell-----	1.75 per day--	Pinhook---13 weeks
1867	David P. Thomas-----	2.00 " "	" 14 "
1868	H. A. Harrison-----	2.00 " "	" 14 "
1869	Jacob Parsons-----	2.00 " "	" 14 "
1870	J. S. Harrison-----	2.00 " "	" 20 "
1871	Samuel J. Chenoweth-----	2.00 " "	" 6 " Summer Term
1871	" " "	2.50 " "	" 24 "
Last school in old log house			
1872	David P. Thomas-----	2.50 per day--	Pinhook---24 weeks
First school in brick school house			
1873	Jennie Hill-----	1.75 per day--	Pinhook---8 " Summer Term
1873	" "	2.50 " "	" 16 "
1874	" "	2.00 " "	" 12 " Summer Term
1874	" "	2.25 " "	" 12 "
1875	Eura Hill-----	2.50 " "	" 12 "
1875	Jennie Hill-----	2.25 " "	" Summer Term
1876	Alonzo L. Nichols-----		

*mother taught
6 terms
7 months
58 Different
Teachers?
16 I went to
1851-1896
78
64 years -*

See Report of P. P.



PINHOOK SCHOOL--Continued--Page 2.

1877	Louisa B. Parkin-----Summer Term
1877	Alonzo L. Nichols---
1878	G. D. Brunsfield----
1879	Carrie Horn-----Summer Term
1879	Henry M. Brown----
1880	M. H. Ruby---
1881	" " "
1882	Lelaine Cammack-----Summer Term
1882	A. C. Munnicuti---
1882	H. G. Bartholomew---
1884	Laura A. Moore-Thomas-----Summer Term
1884	Will J. Clunt & O. H. Tibot---
1885	" " "
1886	Peter T. McClellan--
1887	" " "
1888	Osborn Dennis----
1889	Peter T. McClellan--
1890	" " "
1891	G. B. Thomas---
1892	Corwin Haisley---
1893	George V. Chenoweth--two weeks and was hurt by a tree falling on him. W. H. Hunt-----Short time S. A. Arbogast, finished the term. <i>Sept. 7-1893</i>
1894	Winifred Ryan---
1895	Wick Chenoweth (John W.)----
1896	Ernst E. Chenoweth,-----
1897	Uma Thomas---I think--
1898	Harry Taylor---I think--
1899	Ernst E. Chenoweth--- Last school in Brick School House
1900	Ernst E. Chenoweth--- First School in new Frame School House.
1901	Jesse Horn--
1902	Fred Ruby----- I think <i>Yes</i>
1903	Carl Thompson---
1904	Dora Thompson---
1905	Pearl Bird-----
1906	Bertha Ellery---
1907	Verna Otoy-----

1908 Bortha Slick-----
1909 Woodgie Elliott--
1910 Maude Bortner----
1911 Chester Halsley--
1912 Cordelia Moffett--
1913 Glen Chenoweth----
1914 Raleigh Miller----
1915 Katharine Koch-----

School closed.

The above is made out by E.E.Chenoweth, after receiving all the available data from the Trustees, Horal Andersen.
Corrections and further data will be thankfully received to have the list complete.

E.E.Chenoweth,

Portland,

Indiana.



PINHOOK SCHOLARS

Roster

Adams, Sarah
 Alexander, Curtis
 " Nellie--Thompson
 " Arminius
 " Mable-Morgan
 " Elmer
 " Mattie-Moody
 " Orla
 " Ollie-Trimble
 " Jessie-Owens
 " Orpha-Thorn
 " Joe
 " Eva-Thomas
 " Ray
 " Hobart
 " Guy
 " Esther-McClinek
 Augerbright, George
 " Virgie
 " Etta

Bowen, Lizzie-Outland
 Bowen, Emma-Humphrey
 Bowman, Carrie
 Brown, Nancy
 Brown, Martha-Rupe
 " Joe
 " Johnnie
 " Susannah
 " Jane-Ruah
 " Joshua
 " Addie-Skinner
 " Jim
 " Bill
 " Earl

Chenoweth, Baseman
 " Cora-Hiatt
 " Everett
 " Libbie-Mikesell
 " John
 " Ernst
 " Chester
 " Squire

Christ, Winfred
 " Grace
 Carpenter, Lee
 Coats, Lillie-Sharp
 Conning, Len
 " Oval-Hiatt
 Caskey, _____
 " _____

Elliott, Ralph
 " Althea
 Egan, Essie-Reed
 Edgerton, Elton
 " Severn

Fulgum, Oscar

Fulgum, Francena
 Flatter, Myrtle-Goss
 " Edgar
 " Nora
 " Luther
 " Lois
 " Carl
 " Forest
 " Mamie
 Farmer, Earl
 " Beatrice
 " Bennie
 " Lucy
 " Charles
 " Ernest

Gibbs, Elwood

Guy, Willie
 Guard, Ella

Hiatt, Harison, Sr.
 " Jabez
 " Mattie-Craig
 " Mollie-Brandon
 " George
 " Dick
 " Florence
 " Cash
 " Alvin
 " Elmer
 " Harison, Jr.
 " Carrie-Chenoweth
 " Maude-Chamess
 " Chelsie-Hardesty
 " Cyril

Helm, Lon
 " Maggie
 " Lando
 " Dan

Harlan, Bertha
 " Effie

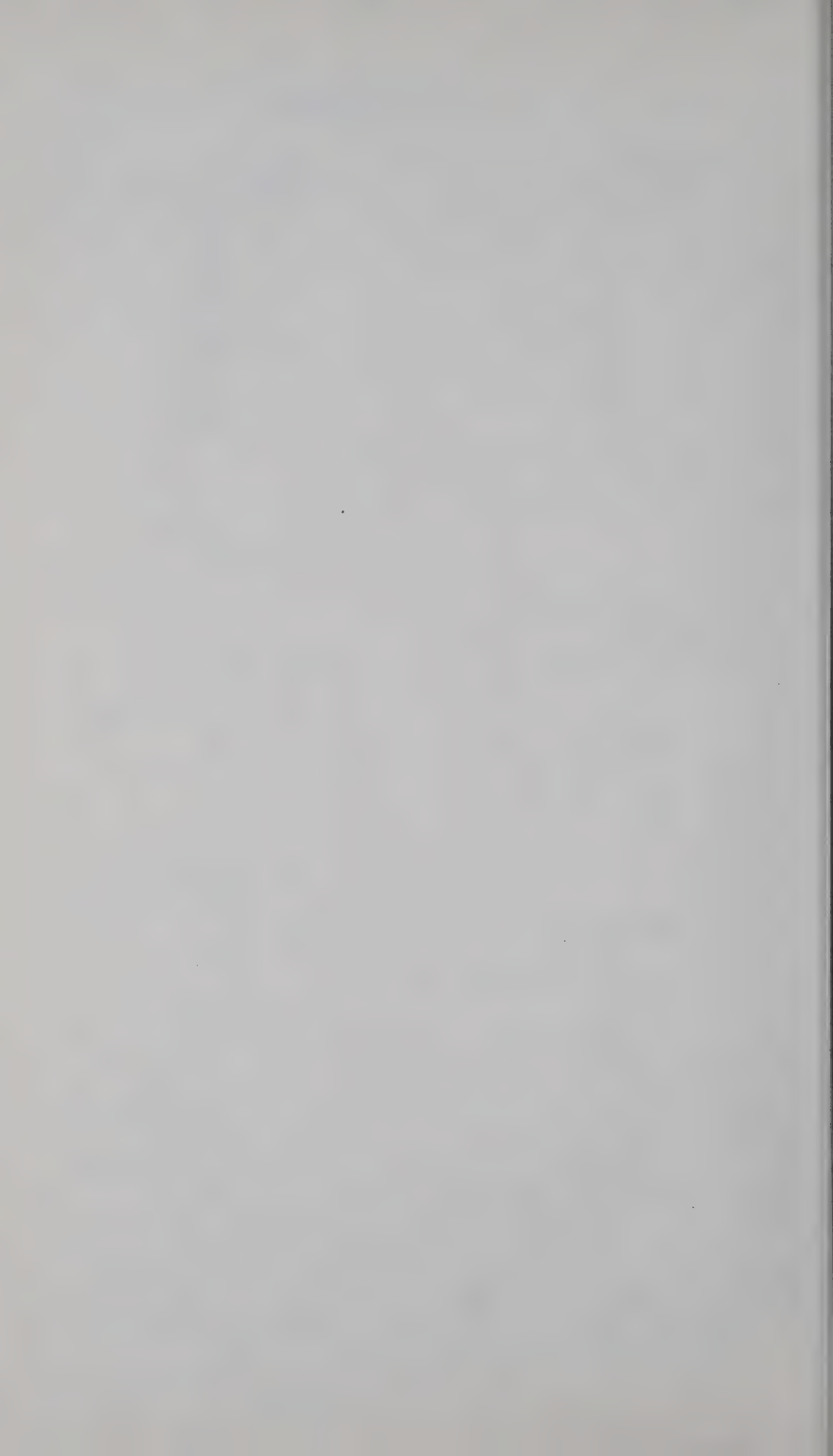
Harrison, Arvilla
 " Lavina
 " Francis
 " William
 " Emma-Downing

Henderson, Jane-Nogle
 " John
 " Rachel-Walker
 " Jake
 " Maggie
 " Dan
 " Harry
 " Will
 " Emma-Wright
 " Mary
 " Libbie

Hiatt, Addie-Crofford
 " Ollie

Holmes, Alonzo
 " Annettie

Holland, Dan
 Hutchens, Dale
 " Helen



Jackson, Lora-Brown
 " Joe
 " Charlie
 " Mont
 " Carrie-Bowen

Manning, Nettie-Hawkins
 " Harry
 " Ida-Harshman

Mettler, West
 " Susan-Stegall
 " Gayzella
 " Maulda
 " Dan
 " Jim
 " George
 " Sarah
 " Faphe
 " Ella

Mackey, Jamie

Mitchell, Lib-Manning
 " Adolph
 " Syntha-Harlan
 " George
 " Ida-Horn
 " Rosa

Mikesell, Dalton J.
 " Ernest
 " Hobart

Manning, Lora-Johnson
 " Conley

Mote, Carl
 " Grace
 " Cleo
 " Nellie
 " Mary
 " Rufus

Moore, Henry
 " Arvilla-Buckingham
 " Laura-Thomas
 " Charlie
 " Viola-Tharp
 " George
 " Denver
 " Clyde

Mutchnner, Emma-Pickett
 " Jennie-Manning
 " Frank
 " Charlie
 " Carrie-Hiatt
 " Will

Newton, John
 " Libby
 " George
 " Orville

Null, John
 " " Icie

Noltie, Eddie
 Newsom, Elton

Parker, Ola-Hahn
 " Clifton

Parker, Albert
 " Will
 " Media-Kuncle
 " Ernest
 Penland, Marcie
 " Lattie-Pelcher
 " Nora
 " Bennie

Peden, Charles
 Pharse, Clint
 Peele, Ben
 " Pasco
 Potts, Frank

Rupe, Abigail
 " Joe
 " Adeline
 " Jimmie
 " Theodore
 " George
 " Nona

Rankin, Laura-Harlan
 " Sophrona
 " Betty-Preston
 " William
 " Louisa-Smelker
 " Mary
 " Lydia-Smelker
 " Leona-Thompson

Radford, George
 " Carrie

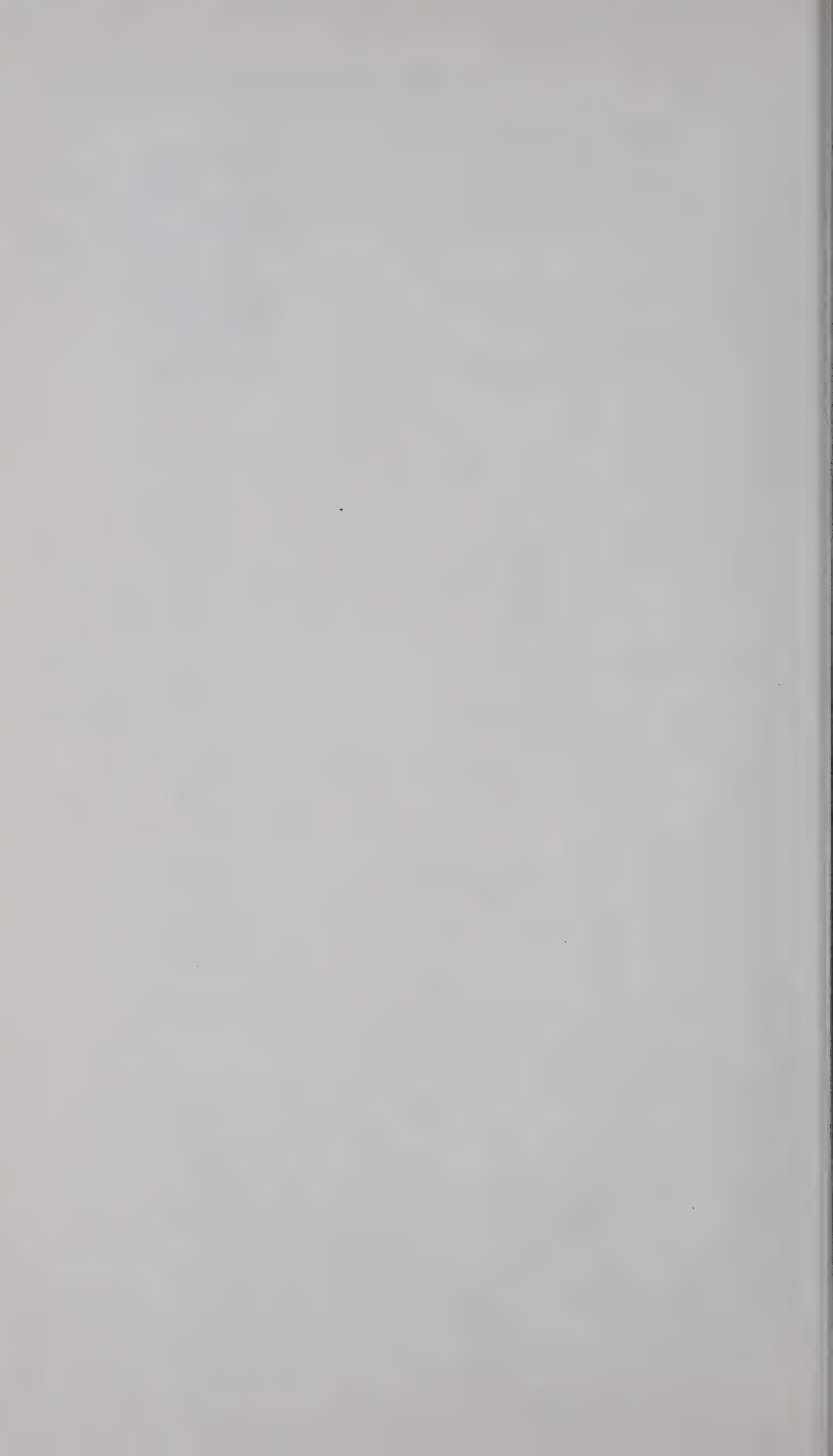
Rich, Ernest,
 Rush, Frank
 " Nevie

Rupe, Sam
 " Libby
 " Henrietta
 " Wesley
 " Henry
 " Wilson
 " Albert
 " Zenith

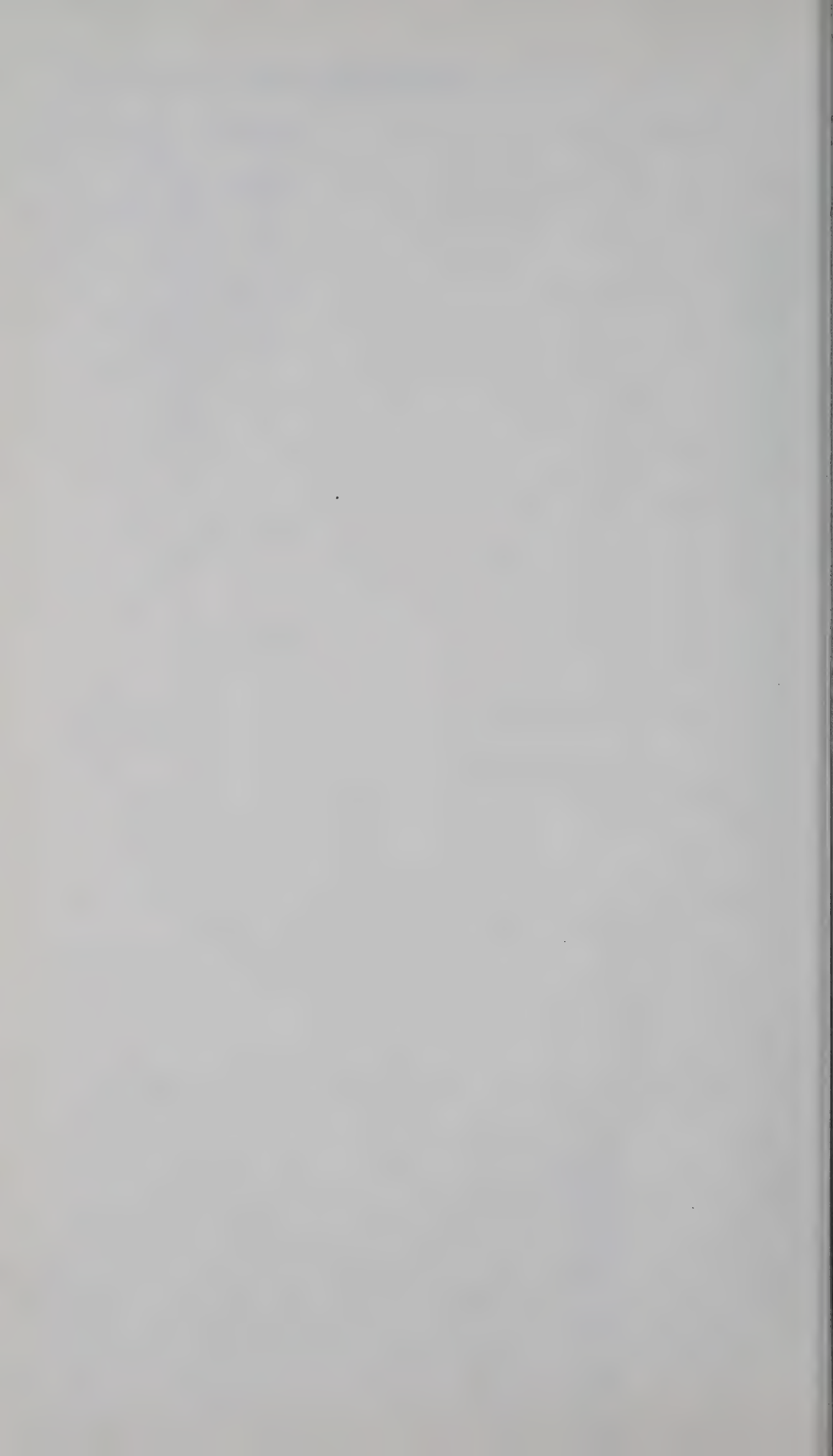
Randal, Alva
 " Ella

Rogers, Benton

Steward, Lidia
 " Bill
 Slick, Dave
 " Salvenis
 " Mary
 " Ella
 " Charlie
 " Barbara
 " John
 " Lib
 " Marion
 " Manda
 " Sam
 " Billie
 " Anna Lucy
 " Isaac
 " Martha
 " Mahlon
 " Ella
 " Rosa



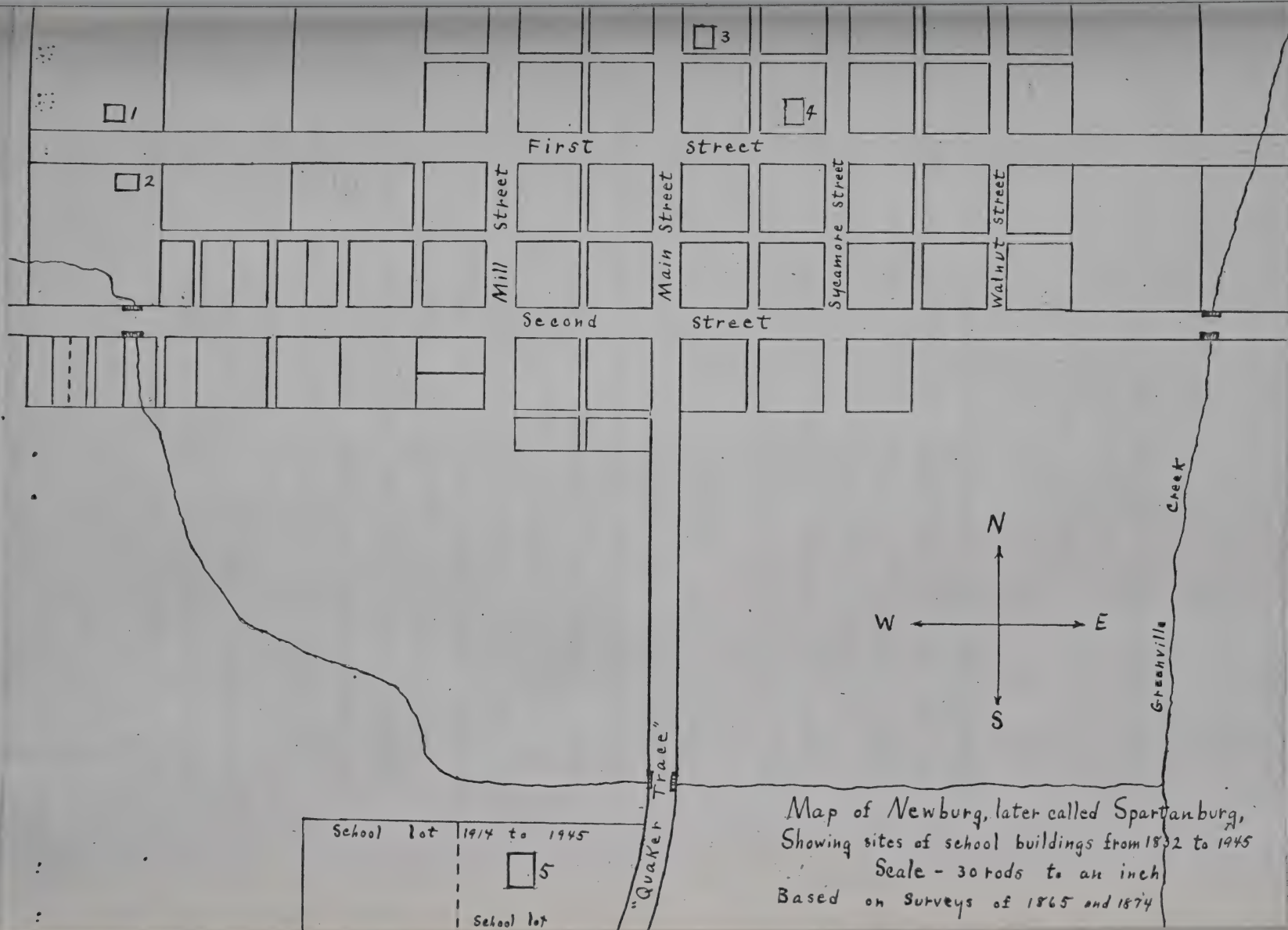
Slick, Forest	Thompson, William, Sr.
" Grace	" John W.
" Chalk	" Josie
" Wood	Thomas, Charles
" Echo-Hollingsworth	" Maggie-Horn
" Helen	" Anna-Mutchner
" Albert	" Isaac
" Clara	" Emma-Mote
" Dora	" Ellis
" Clarence	Tillson, Forest
" Ethel	" Rallie-Cox
" Bessie	Turner, Rollie
" George	" Ida-Meredith
" Perry	" Dot-Hinshaw
" Anna-Conning	" John
" Tom	" Emma
" Mary-Eagan	" Will
" Amanda-Hunt	" Henry
" Rebecca	
" Mary, Sr.	
" Mahlon, Sr.	
Saucer, John	Vick, Owen
" Elnora	" Bessie
" Senora	
" Elwood	
" Will	
" Everett	
" Joel	
" Oliver	Wiggs, George
" Riley	" Frank
" Abe	" Emma
" Benj.	" Hattie-Slick
Smock, Gaynelle-Thomas	" Lettie-Manning
" Wayne	" General
" May	" Lottie-Mitchell
" Ruth, Longfellow	" Link
Smelker, Austin	West, _____
Stump, Lillie	" _____
" George	Waybright, Minnie
	Walker, Lizzie
	Williams, Arthur
	" Laura
	" Ranie
Tharp, Oscar	Wright, Ollie
" Clevenger (Ked)	Worley, Lucy
" Ollie	Wolfe, Kittie-Buckingham
" Floyd	Whetsel, _____
" Bertha	" _____
" Harrison	
" Ethel	
" Ernest	
Thorn, Mary	
" Esther	Yeattes, Della-Rich
Thompson, Harrison	" Vinnie
" Hosea	
" Jacob	
" Silas	
" Mozana	
" George	
" Emery	
" Will	
" Dora	
" Carl	
" Frank	
" Zelpha-Wright	
" Nettie	
" Flossie	
" Wilson	
" Elisha	
" Howard	
" Isiah	
" Margaret Anne	
" Betty	



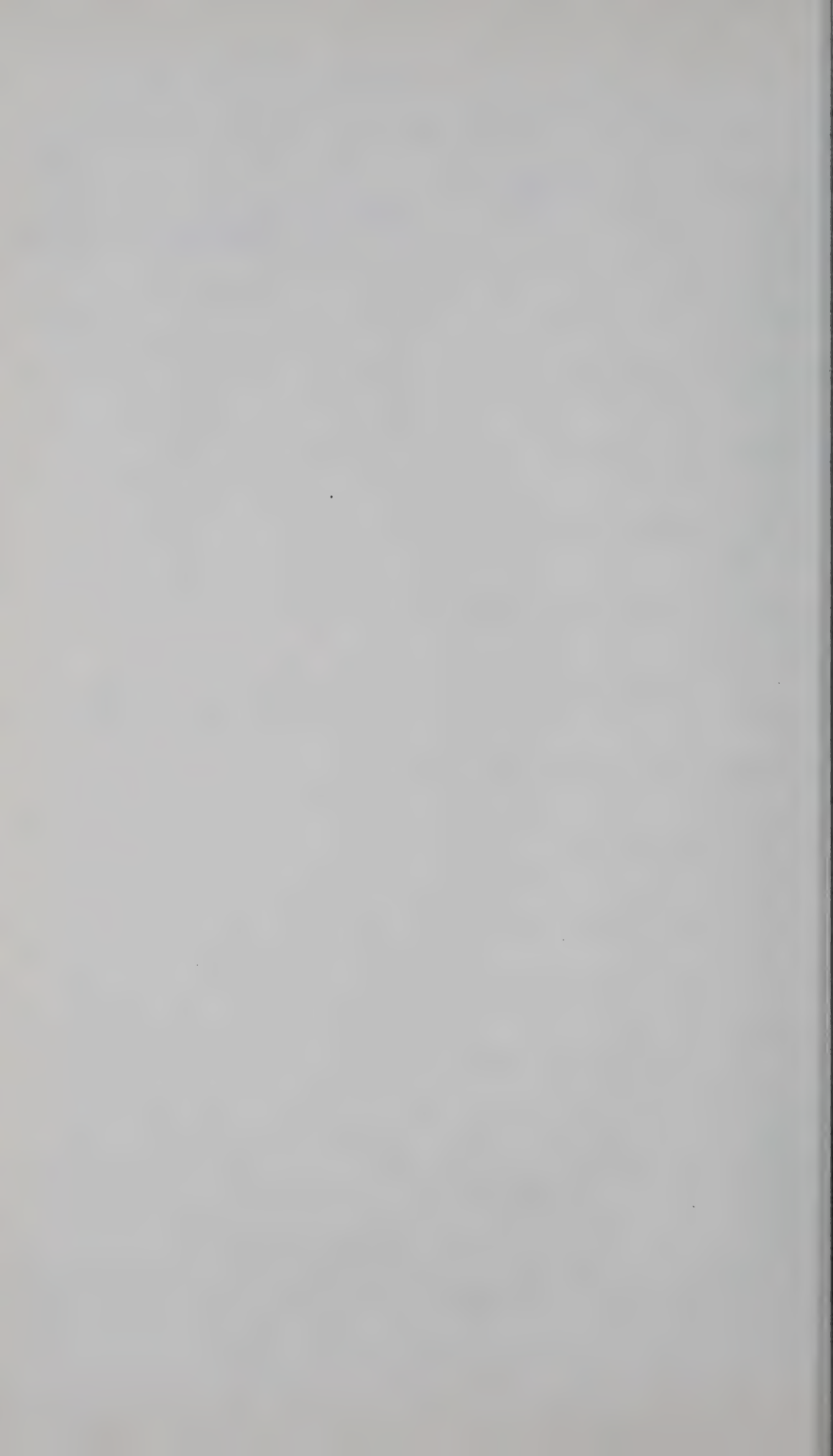
A BRIEF HISTORY OF NEWBURG AND SPARTANBURG SCHOOLS

From 1832 to 1945

BY WILL W. MOORE



Map of Newburg, later called Spartanburg,
 Showing sites of school buildings from 1832 to 1945
 Scale - 30 rods to an inch
 Based on surveys of 1865 and 1874



A BRIEF HISTORY OF NEWBURG AND SPARTANBURG SCHOOLS

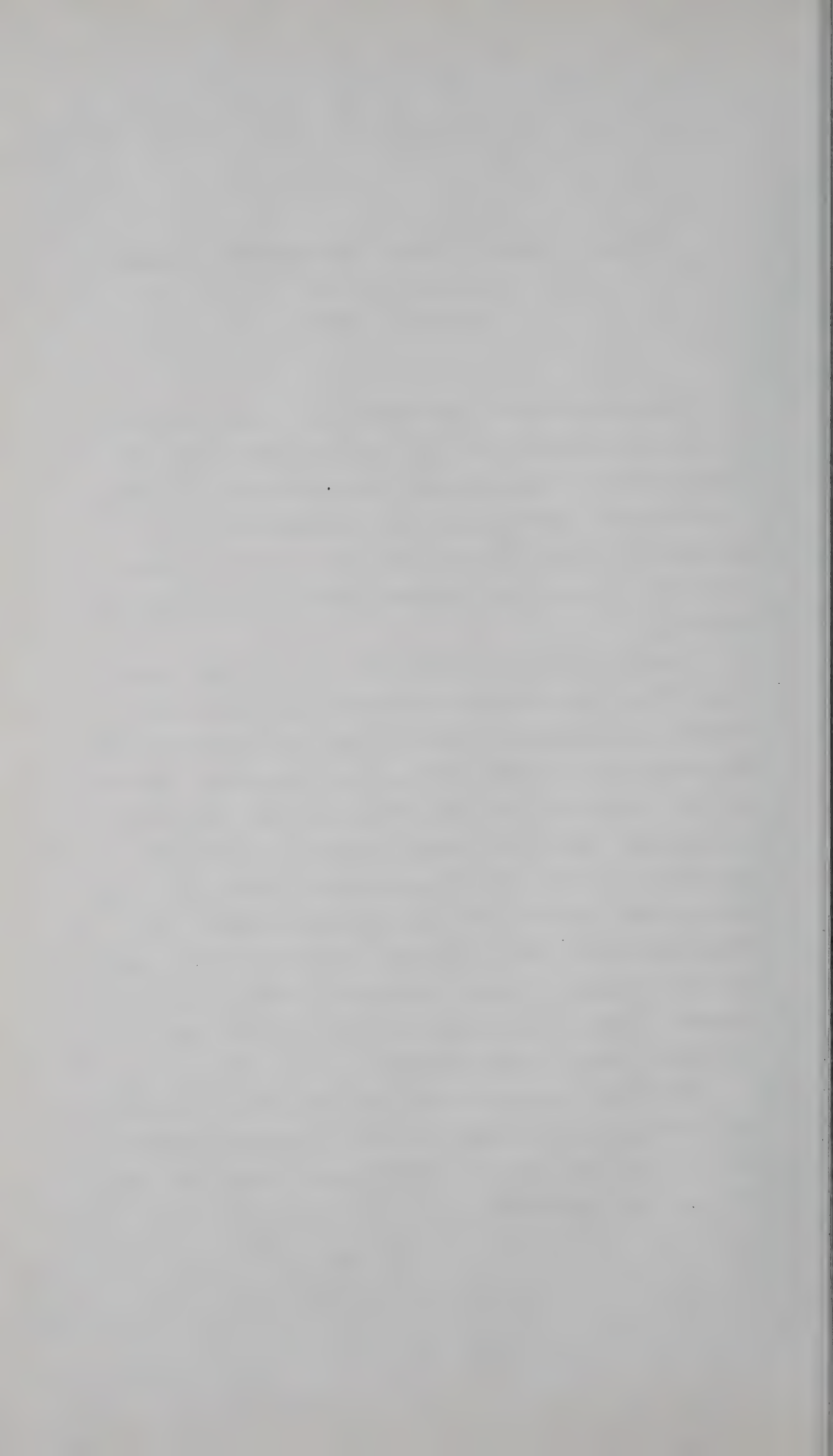
From 1832 to 1945

By Will W. Moore

The town we know as Spartanburg was laid out as Newburg in 1832, the original plat being recorded February 18, 1833. William McKim was the proprietor, and by November 17, 1848, fifty-five lots were recorded. An atlas published by Griffing, Stevenson and Company in 1874, based on a survey made by D. J. Lake, Civil Engineer, shows approximately fifty dwellings.

This so-called history attempts to locate the several sites of the earliest school buildings which have served Newburg and Spartanburg, and to give as much information about the schools held in these buildings as is possible. Needless to say, in the quest for this information, real difficulty is encountered. In many instances, our source of information at the best is hearsay. All of us can recall hearing old people tell us young folks of their schoolday experiences. Since these experiences were of the past, we, who were then young, had only a passing interest, for we were looking ahead, not backward. Hence, the first part of this "history" must be something less than actual history.

The reader is asked to refer to a copy of an early map of the town on which the school sites are located and numbered in the order of their existence. The location of the first two sites is only approximate.



Newburg's first school was doubtless started about 1832 at the time the town was laid out. It was located near the west end and on the north side of First Street, about fifty rods northwest of the residence of Henry McDonald, "the village blacksmith." Tucker, in his Randolph County History, speaks of Newburg as a cluster of log cabins so we may assume that the first school building was a log cabin, not unlike the usual pioneer school house. The school term was of only six or eight weeks' duration with the school curriculum embracing reading, writing and ciphering, the three R's, administered by a school master rather than a school teacher. There seems to have been no attempt at text-book uniformity. Eggleston, in his "Hoosier Schoolboy" and "Hoosier Schoolmaster", probably gives us an approximate picture of Newburg's first school.

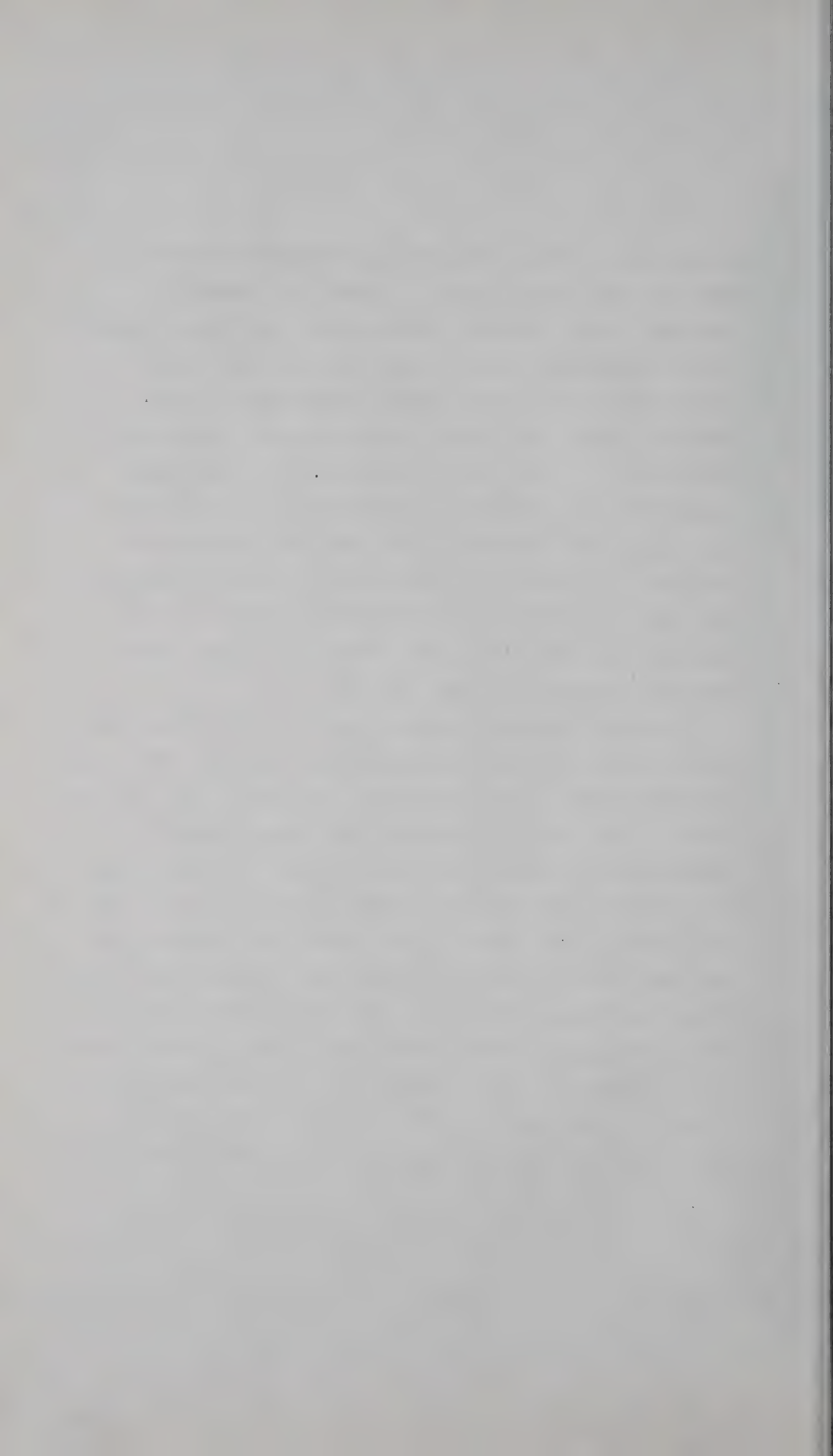
We are unable to find exactly when this school was abandoned, but the second school was held in a building located on the south side of First Street and almost directly across the street from the site of the first school. The same conditions prevailed here as at the first school, with the exception that this building was a frame building instead of a log cabin. Truly, educational progress in Newburg was on the march!

We may fairly assume that school was held in the first building up to about 1840, and that the second building was used up to about 1857 or 1858. We do know that the town was



growing and that the number of school children was becoming large for small school houses. Tucker calls Newburg a "thriving village" at about this period. About 1840, Newburg became Spartanburg. Many of the settlers in and around Newburg had come from the vicinity of Spartanburg, South Carolina. Among them were my own grandparents, Julius and Ailsey Moore. I have heard my father tell how they helped change the name of Newburg to Spartanburg. It is interesting to know that the chief reason they left the Southland was their objection to the institution of slavery, and being good Quakers, how natural that they should establish their new homes on or near "The Quaker Trace", and rename their town after Spartanburg, South Carolina.

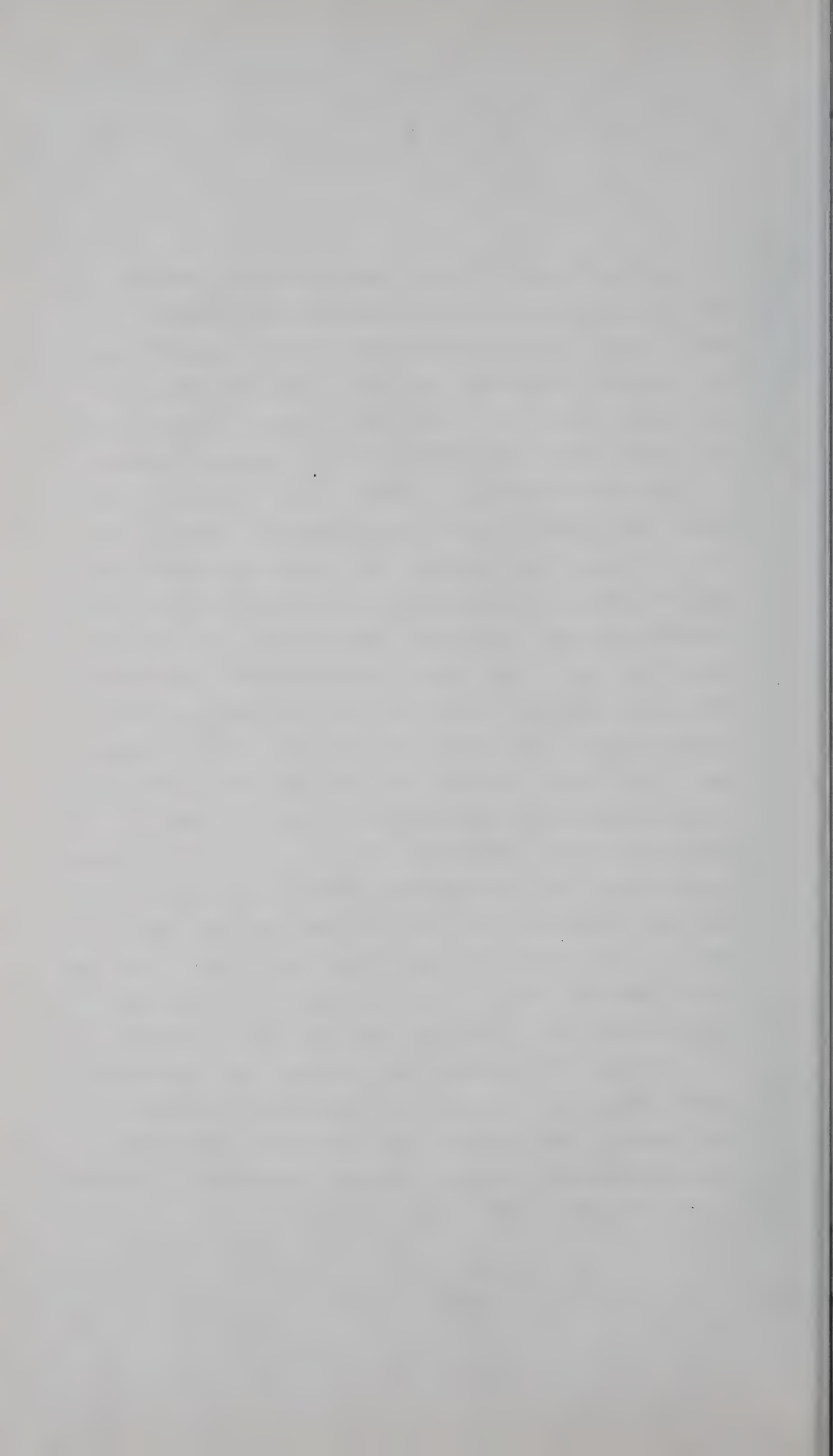
In 1856, The Union Church was built on the highest point of what is now the beautiful Spartanburg Cemetery. Fortunately, this society has in its possession a remarkable record of this church. This church building was used as Spartanburg's third school building probably from 1858 to 1860. This was a one-room frame building and one can note several important steps in progress in that there was an effort toward uniformity of textbooks, better qualified teachers were demanded, and school terms were longer. Some of the pupils attending this school were James English, George Crist, Julius Moore, Sanford Crist, and John Hough. I have not been able to get the names of any teachers. James English told me the boys of this school used to play ball near the building, sometimes knocking the ball to



the southeast corner of the lot where one or two Revolutionary soldiers lay buried in almost forgotten graves overgrown with weeds. What a better picture today with the beautiful well-kept cemetery! Those boys who used to enjoy the youthful pleasures of school days on the sunny slopes of the hill have long since gone to their eternal rest on the same hillside.

The fourth building was located on the north side of First Street about midway between Main and Sycamore Streets. This was a one-room, brick building, and Spartanburg Schools were really beginning to go places educationally. The trend toward textbook uniformity continued. School masters were becoming school teachers. School terms were lengthened. Commercially-made school furniture began to be used. We had come from a log-cabin school to a brick school building. Here is where many of the parents, or people of that age level of the parents of the members of this society went to school. Merl Chenoweth's mother attended here in 1863. Some of the teachers of this school were John English, Minnie Bailey, Daniel Bond, and a Rev. Weightman. This building was used from 1860 to 1874. I was born directly across the street from it, and I can vaguely remember seeing it, as it remained there for about fifteen years after it was last used for school purposes.

Our history now emerges from the vague past to the more modern present, for now most of us can begin to call upon our own memories. Who can forget the fifth school, that three-room brick building located on the hill just south of Spartanburg on the west side of "The Quaker Trace"?

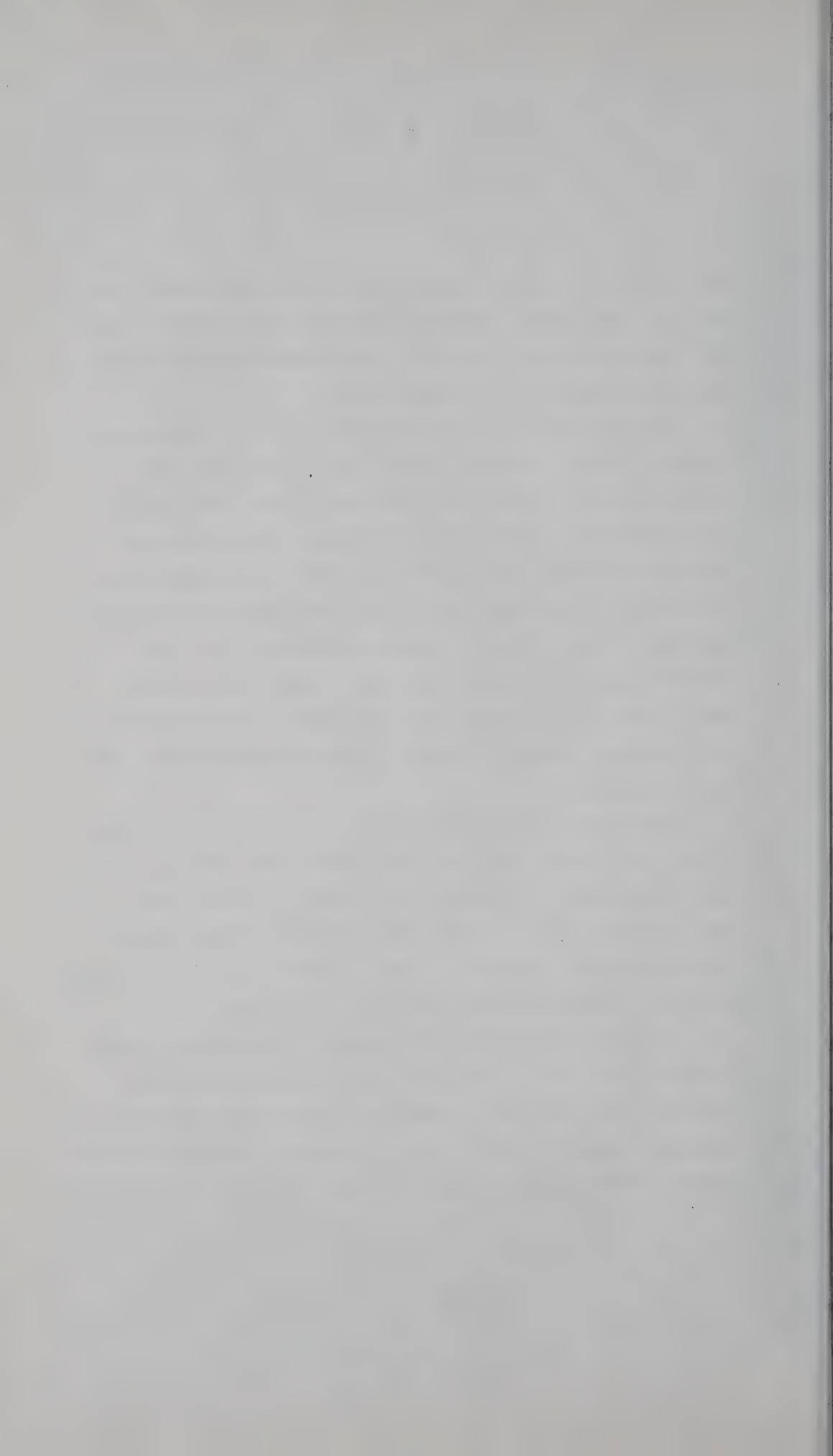


Here many of us went to school; here some of us taught; here were held the monthly township institutes where those of us who taught in district schools came to renew our educational zeal, and incidentally to draw our pay.

This building was erected in 1875 under the trusteeship of John W. Hill. It cost \$7,000, and if there was any complaint at the time of its building, it was that it was larger than was needed. Surely, building facilities for Spartanburg Schools were cared for, for a long, long time. With an ideal location, one of the finest anywhere, Spartanburg was ready to go. Many of us can remember when the now beautiful maple trees were no larger around than baseball bats. About 1890, most of them were hauled there at one load in a one-horse wagon by Thomas W. Morgan and set out by him and his pupils.

Who can forget the old well just south of the building! It was not a driven well, and one tin cup was used by all who came to partake. Frequently, skeletons of rats and other small animals would be taken from its depths when cleaning it really became necessary. Yet, in spite of all this seeming defiance of sanitary rules, most of us survived.

In comparison with former schools of Spartanburg, this school was very well organized. Uniform textbooks were required. The term was six months. Higher standards for teachers became the rule. School furniture was much improved. Highly colored maps and charts adorned the walls. I still can



see the gawdy scientific temperance chart on which a man obligingly held to one side a large section of his abdominal front so the pupils might get an inside view. Then there was another page of this chart showing a victim indulging in all the hideous contortions of delirium tremens. Sometime before this, the State of Indiana had taken steps to provide the townships with libraries, and a few of these old calf-skin bound volumes may still be found.

McGuffey Readers, Kidd's Elocution, Ray's Mathematical Series, Barnes' History, Harvey's Reader, Webster's Speller, were some of the texts used. They were texts of merit, and at the risk of being called old-fashioned, I believe they served their time much better than perhaps do some of the texts of today serve this time. In all probability, power politics and high pressure salesmanship had not reached the peak during that period. Book companies merely offered their texts for sale.

In this building, the first common school graduates received their education, the first common school graduation exercises being held in 1892.

The first principal of this new building was Daniel Bond. Even before his coming, there seemed to be an educational zeal, a desire and respect for learning, that have always characterized the Spartanburg community in an unusual degree. We may say that the educational soil was fertile and ready to receive the seeds of inspiration and learning. Some man of lesser intellectual and moral stature might have accomplished little;

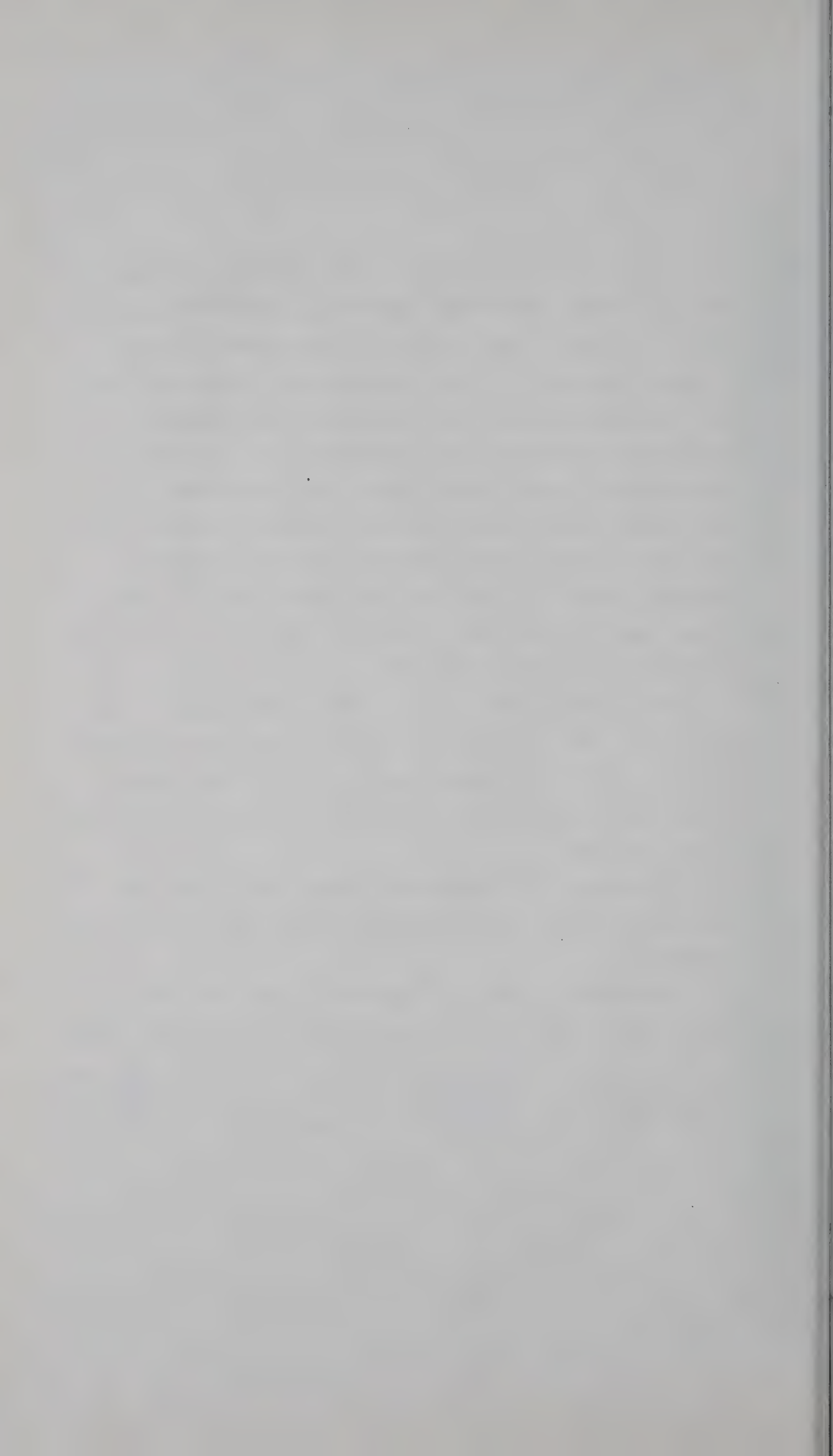


the crop could have been more or less a failure, but Daniel Bond succeeded. To him and the work he accomplished, I would offer a tribute of appreciation of this society. To him we truly can say "Well done, thou good and faithful servant." In the December 3, 1921 issue of "The Country Gentleman", the Spartanburg School was given recognition as a typical rural consolidated school. Daniel Bond, then eighty years of age and living in California, read the article and wrote to me as principal, asking more information about the school and inquiring about his "boys" who had gone to school at Spartanburg. Some of these "boys" were Elihu Middleton, Lee Taylor, George Comer and Henry Middleton. In my reply to his letter I asked him for a history of his work at Spartanburg. This history he sent, and it is now a part of the records of this society. In it, the reader may have a first-hand picture of the efficient and lasting work of Spartanburg School under its first principal.

Fortunately for Spartanburg School, Daniel Bond was followed by school men who builded well on what he had so well started.

Following is a roll of the names of the principals of Spartanburg School, with the approximate time of their service:

Daniel Bond	1874-1877	Jacob Polley	1881-1883
Charles Tucker	1877-1878	Samuel Glunt	1883-1885
Abner Hahn	1878-1880	Harlan Rubey	1885-1887
Daniel Bond	1880-1881	George Comer	1887-1889



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Thomas W. Morgan	1889-1892	Lota King	1911-1915
H. W. Bortner	1892-1896	John M. French	1915-1917
Byron Thomas	1896-1897	Will W. Moore	1917-1926
Merl Chenoweth	1897-1902	Glen O. Chenoweth	1926-1929
Alice Nichols	1902-1902	C. O. Caplinger	1929-1931
Charles C. Mann	1902-1911	Gervus Miller	1931-1937

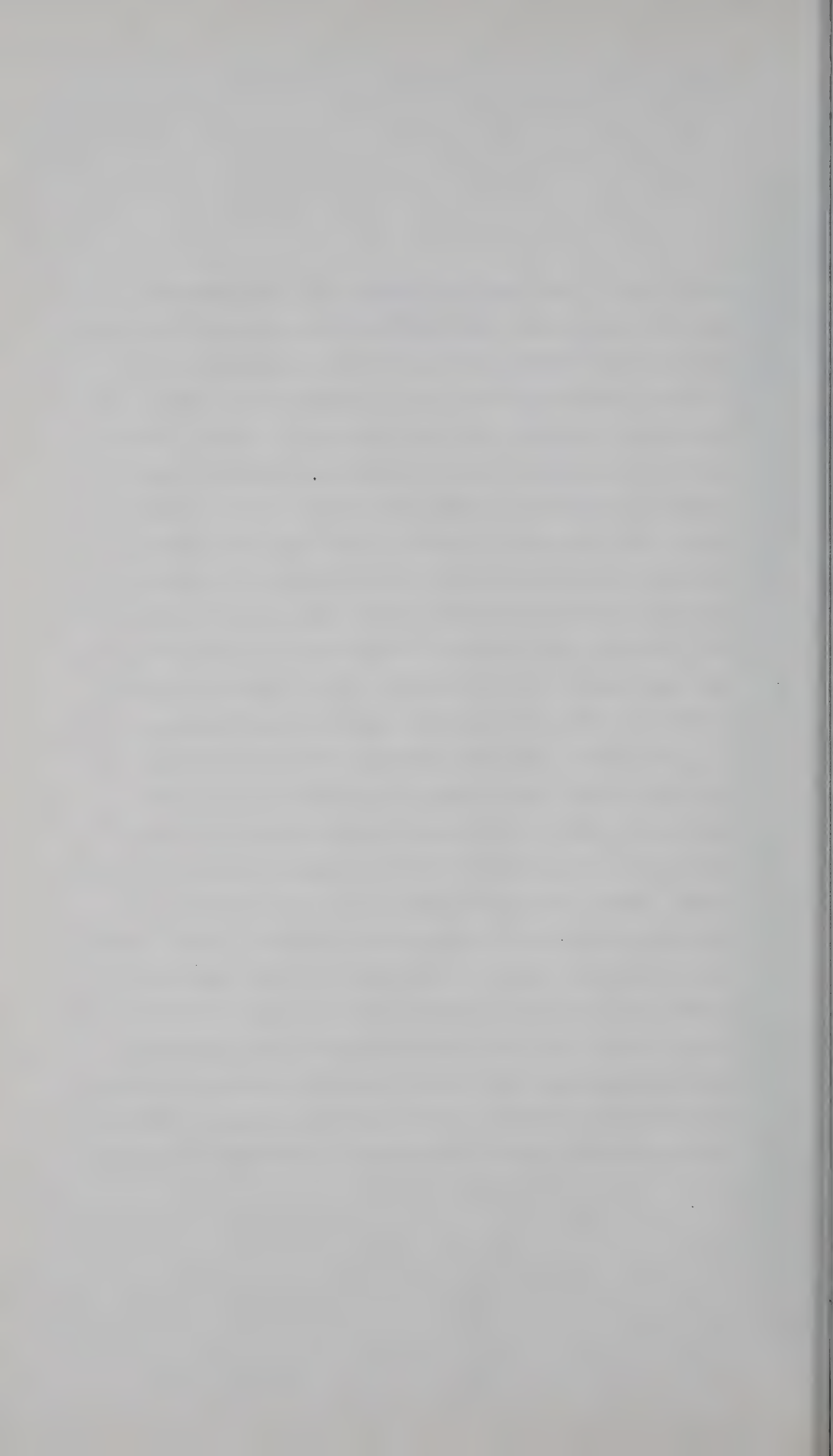
Dean Lewis 1937 --

The high school was organized under the principalship of H. W. Bortner, the first class graduating in 1896. The first graduates were George Elliott, Charles Martin and Ernest Rich. The first common school graduate of Spartanburg School was Frank Morgan, brother of Thomas W. Morgan. He graduated in 1888 and was the only member of the class, there being no formal commencement exercises.

From 1875 on, the work of certain principals stands out in that distinct contributions in the form of forward looking methods of school administration were inaugurated. First is the work of Daniel Bond, about whom we have already written. Next is the work of Thomas W. Morgan, a man of sterling character with clear-cut ideas on school discipline. Immediately following him was H. W. Bortner with much the same general characteristics as a school man. He it was who first organized the high school. I should next name my favorite teacher, Merl Chenoweth who led us along the paths of knowledge. Never were we driven through fear. He kept us busy and in this manner brought about that healthful state of discipline belonging to the best schools. School, under his direction, was interesting. I should like to recall that

spring day of 1899 when the entire school and community stood on the hillside just north of the building. The little creek had been dammed and on it floated a replica of the ill-fated battleship "The Maine." "America" was sung by the spectators. A signal was given, a burst of flames, a loud report, and we had witnessed a thumb-nail sketch of one of history's tragedies. "Remember the Maine!" Could we ever forget it? The work of Charles C. Mann was pre-eminent. Under him, Spartanburg School first attained the rating of the State Board of Education that it has had ever since. Under him, the high school term was lengthened to eight months, and his name appears on the first high school commission, dated November 1, 1910, ever issued to Spartanburg High School.

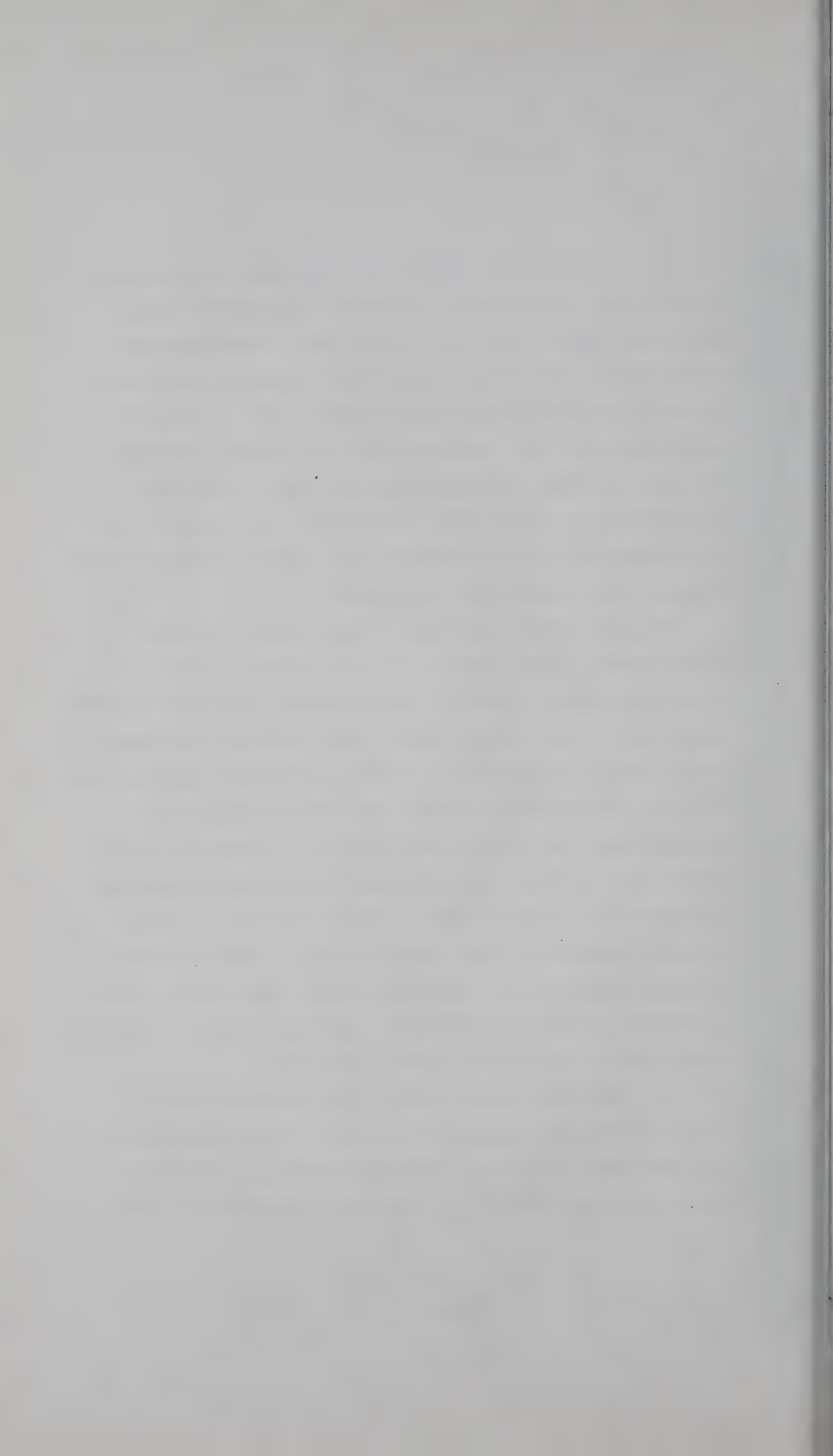
About 1901, came the beginnings of consolidation in Randolph County, and we must give attention to it, for Spartanburg School was to play a prominent part in this movement. Here was a step that shook community pride to the very roots. What! Give up our district schools and have our children transported to one central building? Never! "Why," as good old Joel Parker of Arba said, "if you take Arba's school away from Arba, it will kill the town." But Arba's school and all the other district schools were gradually abandoned, and in 1908 a large, beautiful building, costing \$40,000, was erected on the site of the building of 1875, and consolidation of schools in Greensfork Township was a partial



reality. A few years later it was complete, Arba being the last in 1929. Trustee O. P. Mote and his advisory board were sure that at last an all sufficient school plant was established. But going to school and finishing high school became so much the thing to do, that in 1922 a large \$70,000 addition, under the trusteeship of F. M. Potts, was made to the 1908 building, and this enlarged plant is the home of Spartanburg School in 1945. Are we yet done growing? Well, this question remains unanswered, yet in the light of former progress, who knows what lies ahead?

Randolph County was the outstanding county in the United States in the matter of consolidation of schools and, being the pioneer county in this movement, many visitors were attracted to the county. School administrators from nearly every state in the union and from many foreign countries came to see consolidation in action, and most of them came to Spartanburg. Here in the rural setting of Randolph County, they could see rural boys and girls being given educational opportunities second to none. Here could they see well-equipped industrial arts shops, domestic science kitchens, physics laboratories, commercial rooms, gymnasiums, school orchestras and bands, libraries, and these visitors returned home with the idea "to go and do likewise."

In 1925, Spartanburg School was selected by the National Education Association as one of four outstanding typical rural schools in the United States, and the principal was invited to the N. E. A. meeting in Cincinnati to tell of



the work of the school. His story of Spartanburg School was published in the N. E. A. Journal, a copy of which is part of the records of this society.

It would not be fitting to close the story of consolidation without paying a well-deserved tribute to County Superintendent Lee L. Driver under whose skillful guidance consolidation was brought about. He met an extremely intricate problem, that of taking from the several small rural communities their time-honored institution, the school, and substituting in its place a larger, then untried unit, the consolidated school. Only one of great patience and wisdom could have accomplished this. Only a super salesman could have sold such an idea to the good Hoosier folk who so loved "the little red school-house." So well did he do this work in Randolph County that the state of Pennsylvania called for his services and as State Superintendent of Rural Schools of Pennsylvania, he was instrumental in establishing more than seven hundred consolidated schools.

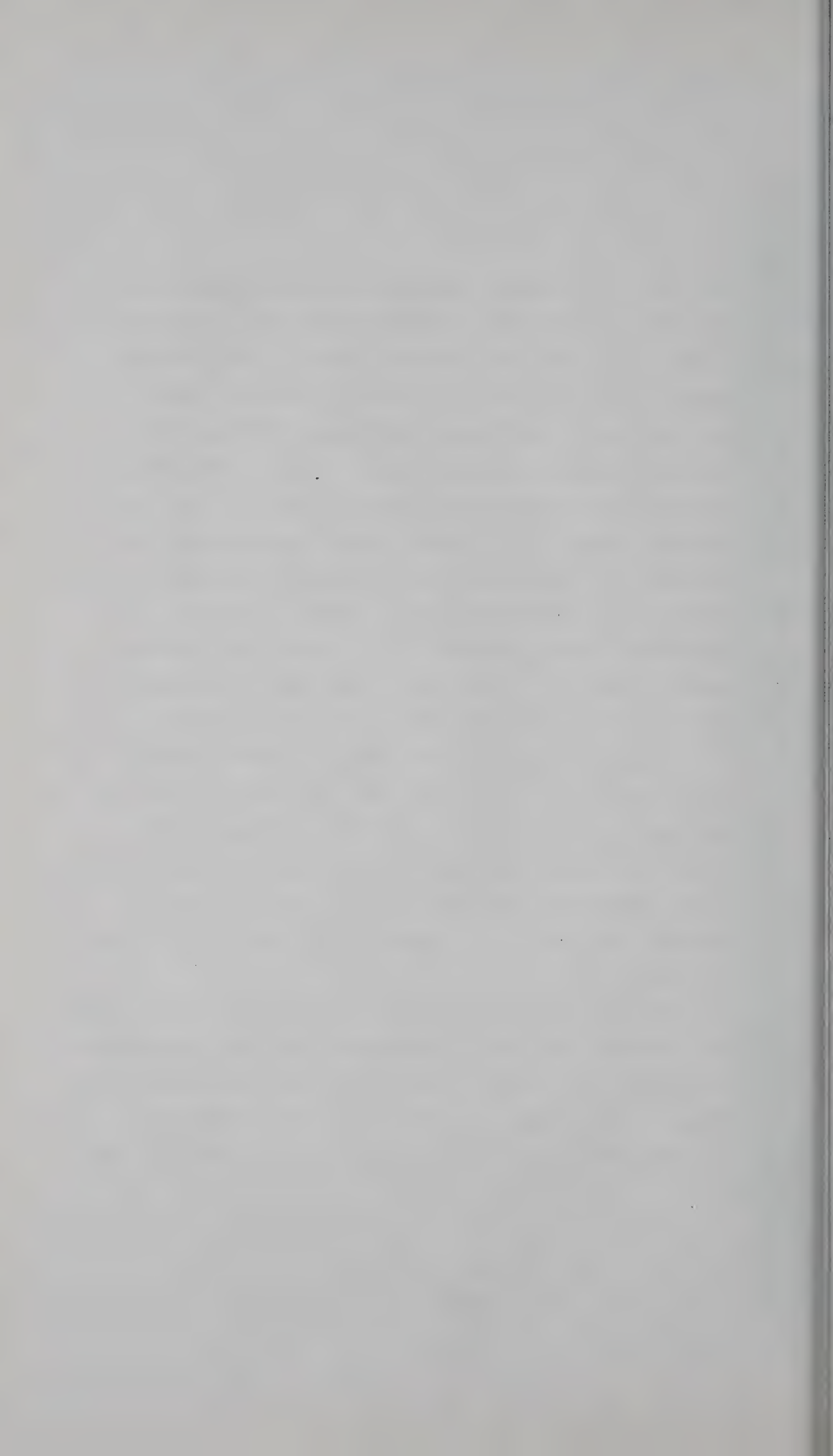
It is interesting to know that of the eleven active members of this society, nine have been teachers of Greensfork Township district schools or of Spartanburg School. They are Merl Chenoweth, Ora Chenoweth, Frank Potts, Willard Jordan, Gail Chenoweth, Glen O. Chenoweth, Russell Yeatts, Charles Bowen and Will W. Moore. Two have served efficiently as Trustee of Greensfork Township, Frank Potts and Noral Anderson.



One, Glen O. Chenoweth, has been for sixteen years and is now Randolph County Superintendent of Schools. Three have served as principal of Spartanburg School. They are Merl Chenoweth, Will W. Moore, and Glen O. Chenoweth. Seven are graduates of Spartanburg High School. They are Will W. Moore, Ed Chenoweth, Russell Yeatts, Willard Jordan, Glen O. Chenoweth, Gail Chenoweth and Charles Bowen. Of the three deceased members, E. F. Bowen, Ernest Chenoweth and J. W. Chenoweth, all were teachers of Greensfork Township district schools and of Spartanburg School, with E. F. Bowen a graduate of the high school. It is therefore a perfectly natural thing for this society to make the preservation of the history of Spartanburg Schools one of its projects.

Only a very few of the many teachers of the schools of Spartanburg have been mentioned. One reason for this is the impossibility of knowing at this later time who the teachers of the earlier schools were. Another reason is that on the commencement programs which are now a part of our records, the names of the teachers since 1896 up to 1945 are included.

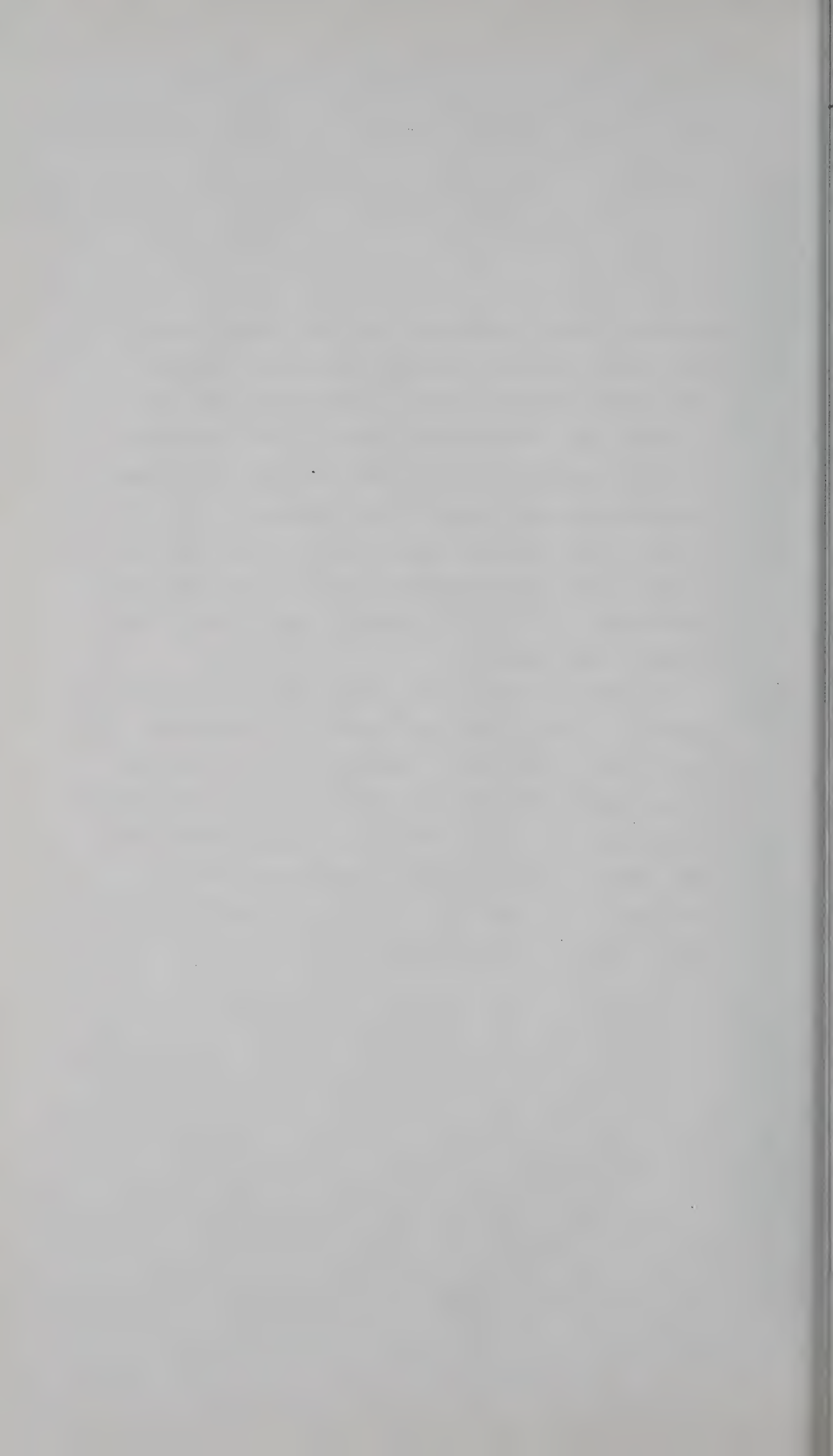
From the portals of the buildings of 1875, 1908 and 1922 have come as graduates of Spartanburg High School six hundred seventeen young ladies and gentlemen, some to continue their education in colleges and business schools, others to go directly into the pursuit of making a living. Many of this



group have chosen teaching as their life work. Several have become physicians, dentists, ministers. Banking, salesmanship, business and the law have attracted others, but perhaps the greater number chose to live and work on the farms. During World War I and World War II, the sons of Spartanburg have stepped forward gallantly to the defense of their country. Honor rolls of both these wars as well as the Spanish-American and Civil Wars will doubtless become, in so far as is possible, additions to the records of this society.

We, who are still on the scene, have a heritage of splendid traditions, fruitful experiences and pleasant memories builded around and associated with the schools of Spartanburg. May our efforts at passing on this heritage be an inspiration to the youth of coming generations that they, through their educational experiences, may share generously in the good things of life fostered by our mother school, that school we all love.

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By Daniel Bond *Aug 11*

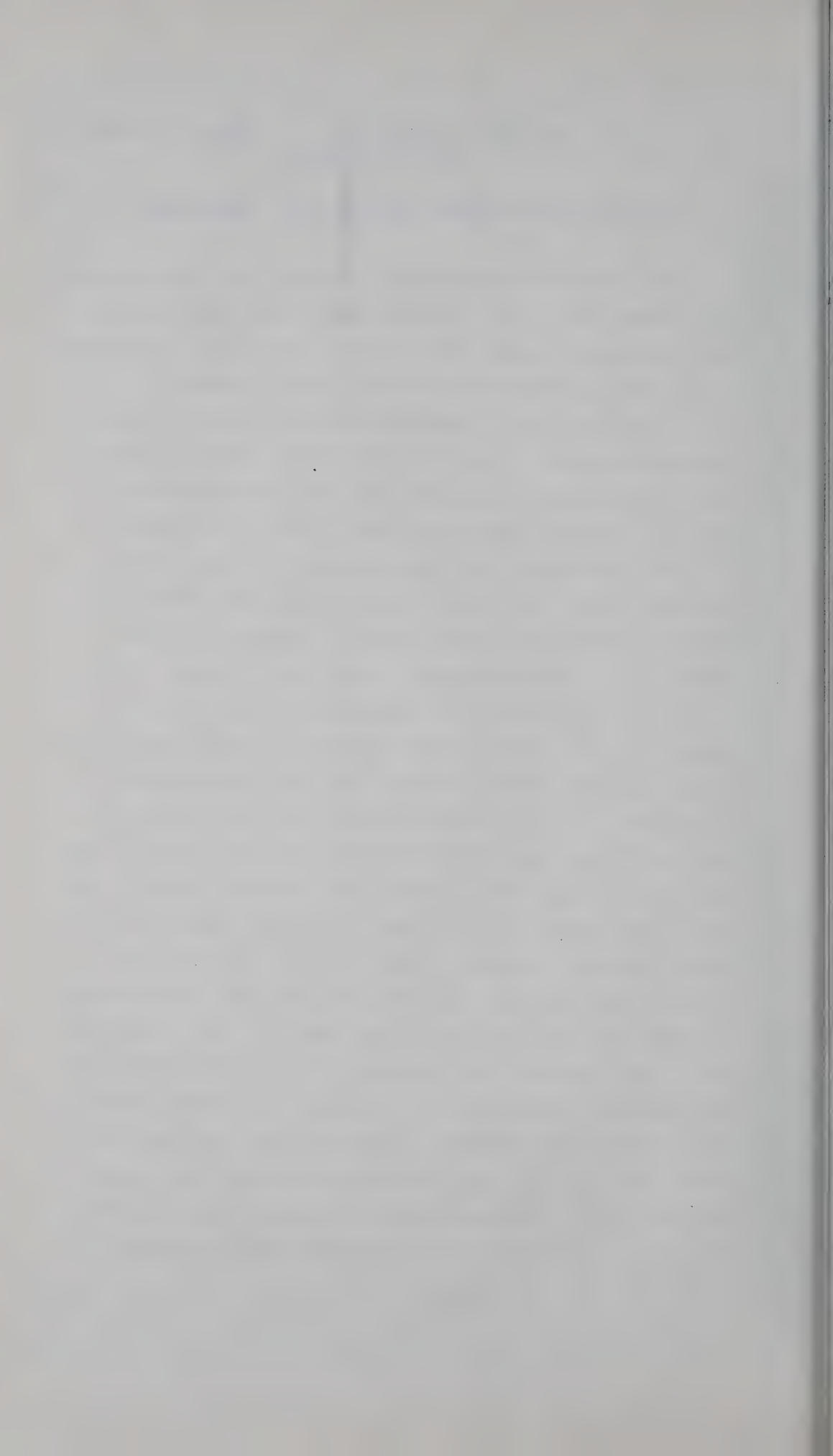
Donated by *Shill Moore*

TEACHING AT SPARTANBURG, INDIANA, 1877 7: 1880-81.

For a correct understanding of the needs of the school at Spartanburg, and of the measures taken to fill those needs, some preliminary explanation of general educational conditions in the State of Indiana at that time, seems necessary.

At that time eight branches were required to be taught in the common schools. These were Orthography, Reading, Writing, Arithmetic, Geography, English, Grammar, and United States History. (Anatomy, Physiology and Hygiene as one branch).

Among the people there was, commonly speaking, little knowledge beyond those branches, and in too many cases little further was desired. Indeed not a few parents would have preferred to eliminate nearly or quite half of these. Prior to coming to Spartanburg the Ex-principal - that is, the writer - had met many cases of resistance to such "new-fangled" additions to the school branches. One in 1868 will serve to illustrate. When he was teaching in a one-room school house, he received one morning the following note: "Mr. - I don't want you to learn Sarah Jane anything more about her insides". Many of the good people of those days were greatly shocked by the introduction of the study of human Anatomy into the common schools. Nor, in fact, were they all convinced that the study of "J^Ography and Histry" was of any benefit. These cases, however, fell far short of a majority. . . Not so rare were those who thought that the study of the eight branches was enough;- Not rare were the families in which the Bible and the school books were the "Alpha and Omega" of literature. But always and everywhere were many golden exceptions. These are always "The salt of the earth" so far as educational advancement is concerned.



TOWNSHIP LIBRARIES.

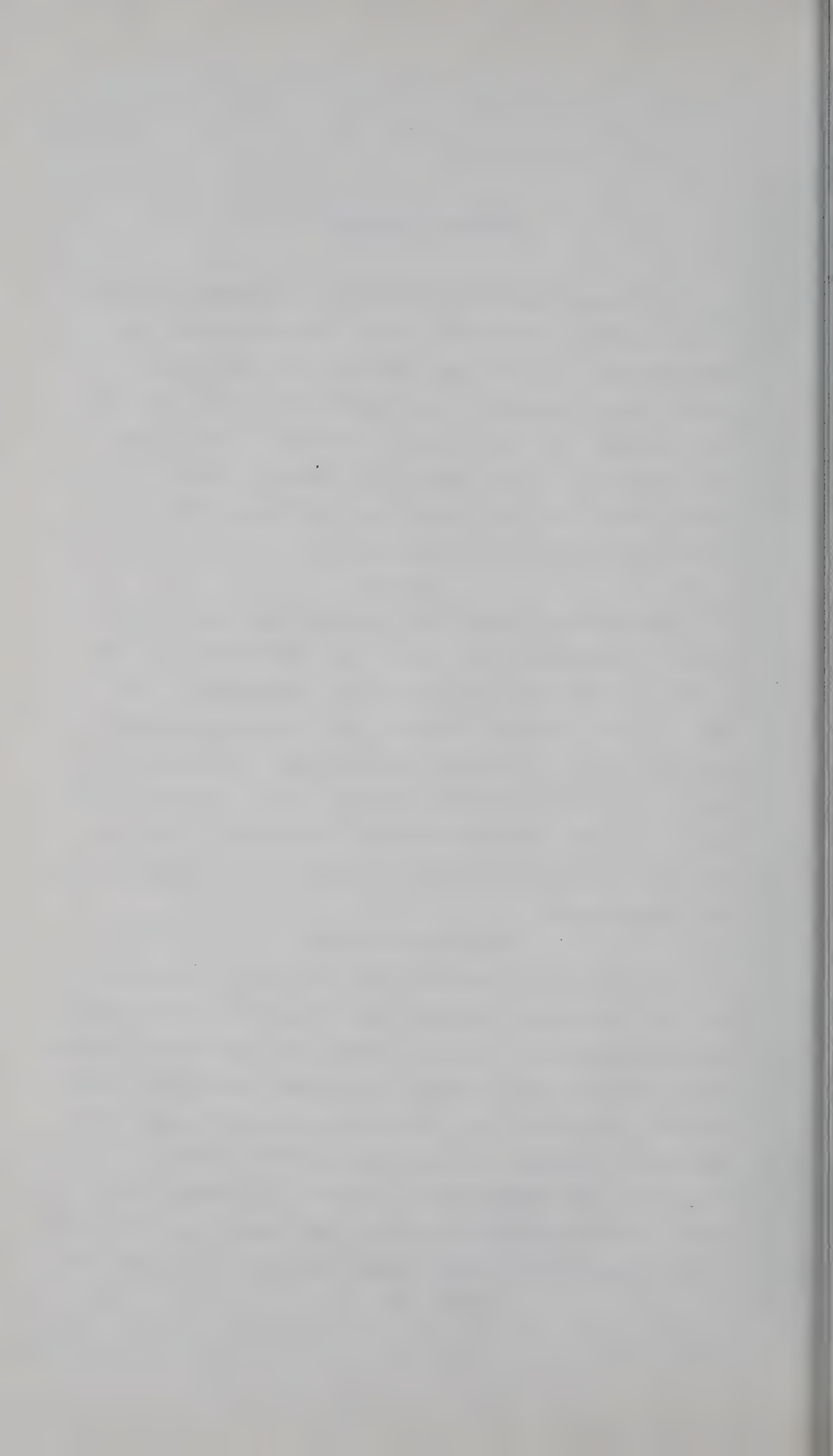
The Indiana Legislature had by law established a library in each township of the whole state. Perhaps it would be more accurate to say they had provided books for a small library in each township. But, small as they were, they were well selected - no sloppy stuff or nonsense in them. They were usually kept at the home of the township trustee. Comparatively few of the people read these good books, still fewer pursued any systematic course of reading.

TEACHERS

There were many good, even excellent teachers in the schools of Indiana in those days. But teachers to whom this remark could properly be applied were, unfortunately, too rare. Too many teachers believed that the acquirement of knowledge was the sole object of education. Or, if perchance, they had some vague notions beyond this, those notions failed to affect in the least their methods of teaching. They were weak as to both aim and method in the work of developing intellectual power.

INSUFFICIENCY OF MEANS.

Very naturally, since the great majority of the electors were but ill-informed, having little conception of the extent of educational needs, such electorate would not support measures looking toward vastly increased educational facilities. Township high schools were here and there beginning to make their appearance. Here and there in an overcrowded district, a township trustee would build an annex to the one-room school house, and so employ two teachers. Such was the case at the little village of Arba south of Spartanburg. The teachers who



began work at Spartanburg in 1874, had taught at Arba the previous year.

BUILDING A NEW SCHOOLHOUSE AT SPARTANBURG

The school house at Spartanburg, too, had become overcrowded. The Township Trustee, Mr. J. W. Hill, saw the necessity of building an annex to the old school house, or else of building a new house with two or more rooms. With liberality and wise foresight, looking to the future growth, he decided to build a house with three seating-rooms, two recitation rooms, and a nook of shelves for the township library. This building was of brick, two stories, two seating-rooms in the lower story, one larger seating-room in the upper story with doors opening into two recitation rooms in the southern end of the upper story. In front of the entrance was a projection providing a cloak-room above and one below, with a stairway; near the stairway at the northern end of the upper cloak-room was the nook of shelves for the library. Above all rose a belfry surmounted by a cupola.

SCHOOL OPENING SEPTEMBER 1874.

The new building would not be ready before December 1. Of course school opening could not be postponed so late as that. So the school was opened in the old school house with two teachers working in one room. The teachers were the Principal and his wife. This opening in one room was not altogether a misfortune. It enabled the principal to meet face to face all the pupils, every day, all the day, for two months.

In those days there was really no systematic grading in the schools - no record of standing passed over from year to year. At the opening of schools each new teacher must, by his own investigation, ascertain the standing, character, and ability of each individual pupil, his latitude and longitude, so to speak. This



work was generally confusing, protracted, and tiresome, especially so to inexperienced teachers. But the teachers at Spartanburg in 1874, both had already experienced eight years of school work. Believing that his object should be to obtain work from the pupils from the first minute of the opening school year until the last minute of its close, the principal had worked out a method of accomplishing that end. Not being hampered by grades, records, and directions handed down from preceding teachers, nor fired at him by state or county superintendents, he was free to work out his own method - not altogether a misfortune surely. If, indeed, it were a misfortune, the principal was not aware of it. He knew no other way than to take his own course; nor, in fact, did any of the teachers in the country districts of Indiana know any way but to rely on themselves.

METHOD OF OPENING SCHOOL IN SPARTANBURG SEPT. 1874.

The method of first-day procedure, which the teacher had worked out, may, perhaps, be best explained by relating here what was actually done on that opening morning at Spartanburg. So far as grading existed at all in those days, it all depended on the advancement of the pupil in one or the other, or in both reading and arithmetic. Pupils reading in the fourth reader and more advanced readers, would usually be found to be occupied also with some subject in Ray's Third Part Arithmetic. Pupils in lower grades would have oral lessons in numbers, or in some primary book of numbers.

OPENING PROGRAM FIRST DAY.

The bell rings. Pupils assemble. Order is called. The Principal reads a portion of Scripture. Then the Principal speaks, "You may now take your books; those who have ciphered as far as through common fractions, may begin at the beginning of Promiscuous

Examples in compound numbers and solve the first 20 problems. You will recite immediately after morning recess. Those who have not advanced through common fractions may solve the first 20 problems in Addition." . . . Then the Principal assigned reading lessons, after the same manner for the same pupils. . . Then Geography, History, Grammar, Physiology, - simply giving page to begin, how far to study, and the time of recitation. All done within ten minutes after the close of Bible reading that morning. In later years the same teacher accomplished this work by merely having a program for the first day already on the blackboard, before school assembled; then he would have only to call the school's attention to the blackboard, and work would immediately begin. This method had two merits; it started work immediately, and it impressed the pupils with the fact that this was to be a working school. . . . While the Principal was

Primary doing this, the Primary Teacher was busy setting the younger pupils to work. Those who had readers were assigned reading lessons, and primary written work in Arithmetic; and the 'A B C' class were called out and given a lesson, and words printed on the board were assigned to be copied on their little slates. Thus work was provided for all. . . While the Primary Teacher was engaged with the younger pupils, the Principal enrolled the names of all the pupils. During the day, as the different classes were called, the names of the pupils in each class were enrolled. Thus a foundation was laid for the complete organization of the school. All done, not "while you wait", but while you work.

AFTER MORNING RECESS.

Before recounting the actions of the remainder of the day, it is well to state a weakness in Arithmetic work, which weakness deeply affected this work in almost all the schools in which



Ray's textbooks were in use - a nation wide weakness. The weakness was this:

The subject of Notation and Enumeration was treated on, what for want of a better name I shall term the "units - tens - hundreds - thousands" method. No attention was given to division into periods. The pupil would write numbers from right to left enumerating as he proceeded, "units, tens, hundreds, thousands," etc., instead of units, thousands, millions, etc. In those books no commas separated the numbers into periods. To make matters worse, the exercises in number writing were scant and too often carelessly passed. Moreover, the author had thoughtlessly stated nearly all his problems, not in words, but in Arabic figures; consequently the pupil had but to copy the problem as he found it. Thus he never was required to exercise the slight knowledge he had gained by this unscientific method of teaching the very beginning of written Arithmetic. It was, and is now, the Ex-principal's belief that some pupils in those days completed the whole school and college course without ever being able to write numbers with accuracy, to say nothing of ease and celerity.

The Ex-principal had discovered this defect several years before he opened school at Spartanburg in 1874.

From the preceding remarks it can readily be surmised that when the class in advanced Arithmetic was called on that September morning, the expectations and thoughts occupying the teacher's mind and those uppermost in the minds of the pupils were not quite identical.

After a few minutes work in recitation of the morning's lesson, the teacher began questioning the members of the class as to how far in former schools they had progressed in Arithmetic. Quite a number had figured through the whole Third Part Arithmetic. Without stopping to tell them that he himself had never

solved all the problems in that book, notwithstanding the fact that he had helped many individuals and classes to solve the most difficult ones, without telling this humiliating fact, he proceeded with his questioning, in the course of which he ascertained that those pupils who had already "been through the Third Part" wished to study Algebra. The teacher thought that idea would be fine; but he suggested that, for the present, some review work and examination might be helpful to the pupils, and also give the teacher time and opportunity to ascertain where to place each pupil. The pupils cheerfully acquiesced.

With a view to ascertaining their ability in writing numbers in Arabic notation, he asked the pupils to write upon their slates the number A thousand and ten. Every pupil wrote it thus, 100010. This did not in the least discourage the teacher. In fact he would have felt a little disappointed if, by chance, any had written it otherwise. He quietly had the pupils' answer written upon the blackboard. Then having the pupils enumerate from right to left by the method to which they had been accustomed, they were led to see that instead of writing A thousand and ten, as requested, they had in fact written one hundred thousand and ten. Then proceeding at once to teach them to enumerate by periods of three figures, and to write from left to right with ease and rapidity, the work went forward nicely. The pupils, although somewhat mortified at their own failure, were also pleased to know that they were now learning to do correctly and easily what they could not do at all by the unscientific and tedious methods they had been taught by text-books and teachers. It is the belief of the Ex-principal that if the teachers of the State of Indiana had that day all been subjected to the same test, at least half of them would have returned the same answer as that returned by the pupils in the Spartanburg School.

Furthermore, the Ex-principal believes that there were many college graduates in the United States who would have returned the same answer as that which the pupils at Spartanburg returned.

Afterwards, from day to day, at each recitation, the pupils had an exercise in number-writing until they could write rapidly and correctly from left to right any given number up into quadrillions. Such a number for instance as, five quadrillion, nine trillion, ten thousand and four. Meanwhile review work in the solution of problems and committing definitions went forward without interruption. Every definition, rule, method of solution, and mode of demonstration was subjected to critical examination. The method of solution and demonstration followed in the following order:

- I. State the problem.
- II. Give necessary definitions or explanations.
- III. Analyze.
- IV. Synthesise.
- V. Give conclusion.
- VI. Deduce a rule.

With such work the pupils were soon so occupied and interested that they forgot to make any further mention of Algebra. Very naturally and conveniently the teacher also forgot to mention it.

During that first day every exercise and examination was conducted in such manner as, in the teacher's judgment, would best impress the pupil's minds with the need and beauty of thorough work.

not spirit
In 1922, looking back to those years, it is the Ex-principal's judgment that no teacher ever found more hearty good-will and cooperation in his pupils than did the teachers of the Spartanburg schools from 1874 to 1877. Not alone were they hearty in cooperating with their teachers, but they cooperated splendidly among themselves. The Ex-principal is glad to believe that this spirit still lives, - Yes!, grows and flourishes in Spartanburg.



One more incident of the first day. A test examination in spelling was had. The same test was given to all the pupils who were able to write. Twenty test words had been selected from McGuffey's First Reader. It was, of course, a written examination. The teacher still remembers a few of these test words; among them, 'surely, sugar, linen, wagon, melon, driving, few, etc.' No pupil spelled all correctly. Only one, a boy ten years old, got as high as 80%. Years before the teacher, in teaching one-room schools, had found a large percentage of pupils in fourth and fifth, and even higher grades, who could neither spell well nor read well. To remedy this evil he had made it a rule that he would not pass a pupil from the First to the Second Reader until that pupil could spell every word in the First reader and read any lesson in it fluently. He adhered to the same rule as to passing pupils from the Second Reader to the Third, and from the Third to the Fourth.

Like all other days, the first day at length came to an end. Likewise, the first two months passed in earnest review work, learning accurate definitions, correct methods of performing operations, of giving demonstrations, of reaching conclusions, and of deducing rules in Arithmetic. In other branches, attention was given to logical division and classification. As it is our purpose to treat these matters more fully in the course of this sketch, we will leave them for the present.

The teacher was not only impressed, he was oppressed by the insistence of three great needs, not only at Spartanburg, but throughout the State of Indiana and the whole nation.

THREE GREAT NEEDS.

- I. Of Broadening the Field of Knowledge, not only in the minds of teachers and pupils; but the need of a far more general dissemination of solid information among the entire citizenship.

- II. Of more earnest and purposeful attention to cultivating the power of mental concentration.
- III. Of greater attention to securing in each pupil greater knowledge and use of correct methods of the division and classification of knowledge. - What logicians call Abstraction and Generalization.

These three needs the teacher would especially endeavor to supply, while yet not altogether unmindful of the fact that the imagination, as well as the reason and memory, needs attention. Nor yet that the moral and spiritual man needs culture. This was to be accomplished by actual work by the pupils themselves, not by lectures handed down by the teacher.

We will now proceed to give the Ex-principal's method of meeting these three requirements.

I. Broadening the Field of Knowledge:- The teacher believed that for every-day life, the foundation of general intelligence could and should be laid in Geography and History. These two enable us to find where we are, and how we came here. To excite interest in these studies was most desirable. Owing to the dry methods of merely cataloging Names, Dates, and Facts, prevalent in the text books, a very great percentage of pupils disliked the study of History. This was as much the case in all other places as it was in Spartanburg. Remembering the Pestalozzian principal - "Activity is the law of Childhood" - the teacher had deduced that children love activity in what they read as well as in what they do. Herein he found the reason why stories are pleasing and histories are dull. Thanks to the kind forethought of Mr. Hill, the new teacher had within the new school house the means of stirring up interest in historical study; of arousing interest in the use of the township Library; and of starting currents of general intelligence which once started would, like Tennyson's Brook, "Go on forever".

So it seemed to the teacher. In the library were the many volumes of Spark's Biography, the lives of our Presidents, and of many other eminent Americans; the lives of many eminent Europeans. Some of these biographies were as full of action as any fiction.

We may here observe that the love of action is by no means confined to childhood. Every one in normal health of body and mind loves action. Right here we need caution. Love of action can be perverted, has been shamefully perverted, is now shamefully perverted. The popular satirist Nasby once remarked: "Idees can be carried too far". Solomon warns us: "Be admonished; of making many books there is no end". Since that was true in the days of Solomon, what would he have thought could he have seen book-making as it is today? This love of action has enabled novelists to drench the world with oceans of worthless stuff. It is the deliberate judgment of the Ex-principal that if nine-tenths of the time now expended in reading fiction, were devoted to a methodical reading of biography, history, and to the study of Geography, our citizenship would be greatly benefitted,- Yes!, improved by such change. An average of one or two volumes of prose fiction yearly is as much as young people should allow themselves.

The Principal, holding such views as these, endeavored to induce pupils to study biography. This would lead to historical study, and, if maps were used in the reading, pupils would grow into intelligent men and women, and be capable of intelligent conversation. The moral effect could not fail to be beneficial. Those capable of intelligent conversation would take little interest in gossip.

The bearing which useful reading has upon the development of intellectual power can be readily appreciated by anyone even super-

ficially acquainted with what we call psychic laws.

New Bldg At the end of two months, the school and the library were transferred to the new school house. The influx of pupils caused the Principal to request Mr. Hill to add another teacher to the force. This he cheerfully did and employed a Mrs. Margaret Barker of Hamilton County to take charge of one of the seating rooms. By this division of labor we were enabled to lengthen the time given to recitation of each class.

The library in the school house supplied us books of reference, and facilitated the advancement of the teacher's plan for arousing interest in biographical reading.

out When once a school had been organized and had settled down to work, say within a week or two after the beginning, it had been the teacher's custom to deliver short morning lectures on subjects of interest or importance. So, at Spartanburg when work was well started in the new school house, he began urging upon the advanced pupils the importance of home-study and, especially, of general reading. He would say: "If you acquire such a habit and adhere to it, you will thereby do yourselves more good than any teachers or schools can do for you in a three years course. Acquire general intelligence. That will give you pocket change always in demand among intelligent people - a kind of pocket change which you do not lose when you spend it, but which grows more abundant and brighter every time you use it". The teacher called their attention to the great store-house of such treasure which they had in the township library. But he did not depend alone upon lectures and recommendations. He assigned to the more advanced pupils the task of writing *essays* biographical essays on the lives of different great men. The Ex-principal's memory is failing, as he now is within a few weeks of his 80th anniversary. He feels sure that his good kind hearted

pupils will forgive him when he tells them that of all such essays he recollects distinctly but one. That one essay was upon the life and teaching of Socrates by a pupil who, according to late information received by the Ex-principal, still lives in your community. WHO IS HE?

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Later, in 1880, the Ex-principal discovered that this matter of biographical essays had become epidemic. He was convinced of this by finding that such essays appeared as part of the program of the township institutes. This was gratifying. "Lives of great men all remind us, We can make our lives sublime."

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The Principal continued his morning lectures. He remembers that he delivered one series of such lectures, each lecture of which enforced this Scripture text: "Righteousness exalteth a nation; but sin is a reproach to any people". By good fortune, more correctly, good Providence, just as the teacher was beginning this series, "Insko William's Great Panorama of The Bible" came and was exhibited in Spartanburg. The last scene of that noble work was of the Children of Israel weeping by the "River of Babylon". The walls of the city and the great tower of Nebuchadnezzar were portrayed in the back ground. With that delight customary to young hearts, the pupils were enthusiastic over these pictures. What a fine introduction to lectures on the history of Babylon, her greatness, magnificence, and fall - that fall caused by unrighteousness. The teacher lectured upon Egypt, Babylon, Nineveh, Persia, Greece, Rome, - each with the moral: Young nations rise because of some good moral traits possessed by their inhabitants. They become powerful, then decay because their inhabitants lose their ancient virtues. Perhaps it was the interest aroused by "William's Great Panorama" that caused the teacher to reflect more earnestly on the value of pictures in education. At any rate, reflecting on the fact that his pupils dwelt in a region in which there was no ocean

view, no mountain view, no large river, not even a high hill, nor very large building, no works of art, neither statues nor paintings, he felt that he must do something to assist their imaginations in forming mental images of such magnificent things which they had never seen. In 1877 he procured a stereoscope and about 50 views, such as he thought would cover a great variety of views outside of their own scope of actual view or experience. Often, when a class was reciting, he would place a view in the stereoscope, and it would be passed along the class to aid them in understanding the subject under consideration. Two interesting incidents of this work remain in the teacher's memory. The great Centennial Exhibition had been held the previous year. Among the stereoscopic views were several taken from objects on exhibition at the Centennial: Among them, one of a very beautiful group of Italian Statuary. When one of our boys, about 18 years old, looked at this view he exclaimed, "This is only a picture! I know there never was anything so pretty as that."

It must not be inferred that because the teacher made a foundation of biography history and geography he, therefore, ignored the value of poetry and other literature. He remembers on one occasion a young lady-pupil was calling on the lady at the teacher's boarding place. Conversation turned on poetry. The teacher asked the young lady if she liked poetry. She said she did not. The teacher told her that he thought she did, and believed he could prove to her that she liked poetry. He then asked her if she liked pictures. O, yes! She liked pictures. The teacher then placed the picture of a magnificent Mountain Glen in the stereoscope and gave it to her. She was greatly pleased with the view. The teacher then took "Scott's Lady of the Lake," and told her he would now read that picture to her. He told her to look at the picture and

see the very things he should read about. While she gazed intently, he read Scott's fine description of just such a mountain scene. He paused occasionally to ask: "Do you see that?" She admitted at the end that the poetry was beautiful as the picture. During recitations in history and geography, and in the reading lessons, the teacher often had the pupils shut their eyes and form mental pictures. He still thinks this is a valuable exercise to use in cultivation of the imagination. These were some of the measures used in the teacher's endeavor to supply the first of the three great needs.

The Ex-principal is now writing on the morning of February 27, 1922. Strangely enough, reading this morning's paper, he finds an account of measures just taken by the School Board of the Great City of Los Angeles to meet the same conditions here. The writer has for eleven years been pointing out these defects in the school work here. This report proposes changes which are head-lined as "Radical", and pointing to these defects, speaking for the pupil says: "His most important faculties, concentration and Co-ordination are entirely over-looked, handicapped, and perhaps atrophied, by this unrelated, haphazard manner of teaching."

"Radical", indeed! Those who have read the preceding pages of this sketch will know how new and wonderful this new discovery is. "Honor to whom honor is due": Alfred Holbrook conducted schools upon this new "Radical" theory for more than sixty years,--and he died several years ago at the age of 90. The teacher will endeavor to supply your society with a copy of this "Radical Report". Ten years ago your Ex-principal declared to teachers of his acquaintance here that, "If anyone of the learned people responsible for such work in our schools, were to write a book on psychology, every line of such book would condemn what they themselves are doing by such "haphazard" work in our schools".

Having now commended the work of Professor Holbrook, honesty compels me to point out a defect. This defect was not so injurious upon Holbrook's pupils, being mainly of quite mature minds, as it would be if permitted in the Common Schools. This was Holbrook's defect: The classes were hurried over subjects too rapidly. The danger was that Holbrook's pupils, going forth as teachers, would endeavor to follow the same hurrying methods in Common School work. The very opposite to all this hurrying was the aim of Spartanburg's Principal in 1874-77.

As these two, "Concentration and Co-ordination" are the very same as our own two remaining topics, (see page 10), this Report furnishes us with a good introduction to our second topic.

II. More earnest and purposeful attention to cultivating the powers of Mental Concentration.

It is presumed that all teachers now know that the Mathematics - Arithmetic, Algebra, Geometry, Trigonometry, and Calculus - call for mental concentration, and, are therefore the means which teachers must use to strengthen the pupil's thinking power. Teachers also know that the higher we climb in mathematics the greater is the concentration required.

But the new teacher, having as yet no class in higher mathematics, must begin this work in his Arithmetic classes. He made use of Stoddard's Intellectual Arithmetic. This he supplemented by exercises in mental concentration. The teacher would say, "I will give you two numbers to multiply. As fast as any of you get an answer, raise your hand and observe silence until all have so reported". This enabled the faster pupils to announce their success without disturbing the slower ones. This is important for it is the slower pupils who most need the exercise. Quite frequently, not always, the slowest pupil would be called upon to report the answer. When the pupil gave the answer, the question, "Are all agreed upon that answer?" was asked. . . While the pupils were

seeking the answer, the teacher also mentally solved the problem, almost as soon as the slowest of the pupils. If an incorrect answer was returned, which did not often occur, the true answer was found and agreed to before proceeding to the solution of another problem. At first these exercises were confined to numbers of two figures each, as, "multiply 74 by 89". When the class became proficient in that step, another was taken, as, "multiply 684 by 93". Proficiency at length being attained in that step, we advanced to three figures by three figures, as "324 by 416".

The teacher's memory does not now report to him just how far that sort of exercise was carried at Spartanburg. But he does remember later in another school and another place carrying the work into four figures. He remembers, especially, two young men, in Ray's New Higher Arithmetic, who became so enthusiastic in performing operations mentally that they solved mentally a very large proportion of the problems in that advanced work.

WRITTEN ARITHMETIC

- I. State the problem.
- II. Give necessary definitions or explanations.
- III. Analyze.
- IV. Synthesize.
- V. Give conclusion.
- VI. Deduce a rule.

As pupils were required to deduce their own rules, they paid little or no attention to those found in the text-book; and were never asked to commit a rule to memory except in Partial Payments and in Mensuration. In the first of these the rule, being established by law, was committed to memory that pupils might always be able to comply with the law. In the second the rules being deduced by Algebraical and Geometrical Analysis and Synthesis, which the pupils were not yet able to make, the rules were used as they were given in the text-books.

It was the teacher's desire that every phase of Mathematical work should be made plain. Questions arise: What is a simple problem?

What is a complex problem? What is analysis? What is synthesis? These questions were not found in the text-books; nor were any definitions or explanations covering these queries found in the pupils' books. The teacher, therefore, supplied the following:

1. A Simple problem is a problem in which two quantities or numbers are known and one unknown is required to be found.
2. A Complex problem is a problem in which three or more quantities or numbers are known and one unknown is required to be found.
3. Analysis in Arithmetic is reasoning from many to one.
4. Synthesis in Arithmetic is reasoning from one to many.
5. In Arithmetical Analysis Complex problems are first reduced to simple problems.

To the elucidation of these definitions, the subject of ratio and proportion is beautifully adapted. Here the Ex-principal takes the liberty to object to the term compound proportion. A compound problem seeks answer to two questions. For the elucidation of the above Definitions the teacher used Professor Holbrook's Method of "Shorter Analysis".

'HOLBROOK'S SHORTER ANALYSIS'

I. State problem: How many persons can be supplied with bread eight months for \$50.00, when flour is worth \$5.00 a barrel, if when flour is \$7.00 a barrel, \$21.00 worth of bread will supply 6 persons four months?

II. Necessary Explanation: In every example in proportion a denominate question is asked, and a number is given corresponding to that denomination.

III. Analysis. (In the present example.) The denomination is persons, and the corresponding number is 6 persons. Let 6 persons be the base term and seek a unit of every other denomination.

$$\begin{array}{r} \text{persons} \\ (6 \times 4 \times 7) \cdot 50 \\ 21 \cdot 8 \times 5 \end{array} = 10 \text{ persons.}$$

Analysis. (next page.)

1st step: If the flour will supply 6 persons 4 months, to consume it in 1 month will require more persons. Therefore, multiply. If when flour is \$7.00 a barrel, 6 persons can be supplied, when flour is \$1.00 a barrel, more persons can be supplied. Therefore, multiply. If \$21.00 worth of bread will supply 6 persons, it will supply fewer persons, therefore divide. The number in the parenthesis is the number of persons that \$1.00 will supply for 1 month, when flour is \$1.00 a barrel. (This is analysis; Analysis is reasoning toward unity or from the many to the one.)

IV. Synthesis;

2nd step; If \$1.00 will supply the number of persons expressed by the fraction within the parenthesis, \$50.00 will supply more persons. Therefore, multiply. If the number of persons expressed by the fraction within the parenthesis can be supplied 1 month, a smaller number can be supplied for 8 months. Therefore, divide. If when flour is \$1.00 a barrel, the number of persons expressed within the parenthesis can be supplied, when flour is \$5.00 a barrel, a smaller number of persons can be supplied. Therefore, divide. (This is synthesis; Synthesis is reasoning from unity, or from the one to the many.) Completing the work indicated, we find the number is 10 persons.

V. Conclusion: Therefore, if when flour is \$7.00 a barrel, \$21.00 will supply 6 persons 4 months, 10 persons can be supplied 8 months for \$50.00 when flour is \$5.00 a barrel.

VI. Deduce rule.* * *

Such were some of the efforts of the Ex-principal to secure clearness of definition, logical statement and method, and above all to cultivate the faculty of mental concentration.

We will now consider the third great need; to-wit,-

Attention to securing in each pupil greater knowledge and use of correct methods of division and classification of knowledge,- what logicians call abstraction and generalization. - What the

teacher in Los Angeles calls "Co-ordination". It is, in reality, but Analysis and Synthesis applied to subjects other than mathematics, - a first essential in every lecture, or essay, or book. A few observations here in aid of such as may not yet be well grounded in logical study - observations and illustrations. When we tell the child, "Pick up your toys and place them in their box; and put that book in the book case," unless the child has learned to apply to their proper objects the words 'toys,' 'book,' and 'book case,' he will not know what we mean. If the child has learned to apply these words to their proper objects, he has learned to abstract, that is, separate in the mind, these objects from all other objects; so is able to classify books with books, and toys with toys. This matter of knowing one thing from another, and putting each in its proper place is essential to good order in the household. It is essential in the school room: It is essential that the knowledge you acquire should be so abstracted and classified.

Classification is often called generalization.

Abstraction is related to the division of a subject and is founded upon differences. It is practically the same as Analysis, separating the one from the many. Classification is practically the same as Synthesis. Take the words 'analysis' and 'anatomy'. Of these two Greek words, the one means, literally, loosening apart; the other literally means, cutting apart. The Latin-derived word 'abstraction' means taking away or taking apart. 'Synthesis' literally means placing together. This is equivalent to classification, co-ordination, etc.

Does this seem all too simple to be worth telling? If so, why is it that so simple a thing now needs to be heeded, and has so long confessedly been neglected in the schools of Los Angeles; and of the Nation at large in fact, whether confessed or not? (See

report of Los Angeles teachers appended to this history.)

Let us now see how, in the judgment of the Ex-principal, the foregoing principles should be applied in all the branches other than mathematics. We have already illustrated his method of applying them in Mathematics. We will make a few general remarks on this subject, then illustrate by a more detailed application of the method to one branch. In the methodical study of any branch we are compelled to divide it into its component parts,- To analyze it. Take HISTORY.

First. As to time, we divide it into epochs. The epoch is in fact divided by an important event at its beginning and another important event at its close.

Second. As to place, being confined in its action to a particular nation or locality, it is abstracted from other localities.

Third. As to action, each given action must be distinctly separated, divided, abstracted, from all other actions, both similar and dissimilar to or from itself.

So you see, history deals with When? Where? What? Do you inquire about the How? The How?, Why?, etc., will take their place naturally if you carefully observe the others. Let us look at history as a river, having its source in many streamlets, hidden far away in cloud-capped mountains. Starting down any one of these streamlets we sooner or later come into the main river. The Why? Because we have traveled that stream, we have come into the river, and that stream has affected the river. Every event is a parent of many succeeding events. If we understand the parent events, we know the cause - the why of succeeding events. Hence, to understand history well, we must begin with the most ancient and follow down to the present. Ridpath's Histories are excellent in this respect. Suppose that instead of reading 100 novels within the next five years you should read Ridpath's History of the world.

The Ex-principal is aware that H. G. Wells has lately produced a shorter work than Ridpath's. Although the Ex-principal has never examined Wells's book, he thinks it, doubtless, worthy. Some years ago the writer came across an excellent child's book, "The Ten Boys". Beginning with the Aryan boy thousands of years ago the author tells how the boy lived then in the mountains of what is now Afghanistan. In like manner he tells of the Persian boy, the Jew boy, the Greek boy, the Roman boy, the Saxon boy, the Norman boy, the French boy, the English boy, the American boy. The Ex-principal knows not whether that book is yet in print. It ought to be in print and used by all our children.

For advanced students in High School, and College students, who are in real earnest to know the very foundation - the real causes why we are where we are and the road we have travelled - Frederick Engel's "Origin of the Family Private Property and The State" published by Kerr & Company, Chicago, is a good introduction. This should be followed by Lewis H. Morgan's "Ancient Society" published by Kerr & Company, Chicago, - also a finer, costlier, but not better, edition by Holt and Company. Morgan's work, the result of 40 years study among American Indians, supplemented by the assistance later rendered by the Smithsonian Institute's co-operation all over the world, is a classic without peer in its line.

But the Ex-principal finds himself exceeding his bounds, - the limits by which he should be held in writing a history of his own work at Spartanburg from 1874 to 1877 and 1880 to 1881. In fact at that time Ridpath had not written his World's History; Wells was a mere boy; and although Morgan's Great Work was in existence, the teacher knew it not until 20 years later. . So much for HISTORY.

We will now take a short view of Anatomy, Physiology and Hygiene: As to methods pursued by the Ex-principal at Spartanburg:

Then, will by full example, illustrate the whole subject by writing out quite fully the method as applied to Geography. We are dealing now with Co-ordination, that is, with Analysis and Synthesis, or Abstraction and Generalization, as applied to this subject; but shall ^{confine} ~~confirm~~ our work to Anatomy.

ANATOMY. When we take the whole human body and study it, we begin dividing by differences. We see that the head differs from the other members of the body, so we put it into a class by itself. We see that the trunk, too, differs, and we put the trunk into a class by itself. Likewise, the upper and lower extremities differ from each other. We place them in separate classes. Or pursuing a different basis of classification, we find that we have a motor system, a nutritive system, and a nervous system. We place each of these systems into a class by itself. All through this process, we are analyzing - seeking the units of which the body is composed. When we proceed, for instance, to declare that bones of the trunk consist of the spinal column, the ribs, the pelvis, and the sternum, we are synthesizing, generalizing, classifying, co-ordinating. We are "putting the house in order". Whereas Analysis is based on differences, classification is based on likeness.

At the Spartanburg school three subjects were used as especially fitted for leading pupils to understand and practice this orderly method of procedure. They were Anatomy, History, and Geography. Pupils were taught to outline these subjects, and so thoroughly drilled in the work, as to be able to write or speak in logical order upon any of them. That was the teacher's aim. His ideal. Many of the pupils attained the fulfillment of their teacher's ideals. Not that such pupils were perfect. The teacher understood that perfection, though a proper ideal, is attained by none; so he allowed for that fact; but he did not compromise. Mistakes were duly criticised.

GEOGRAPHY. Method: When school commenced in 1874 and for some time longer, the Ex-principal remembers not how long, Guyot's Geography was the text book in use in Randolph County. Like other text books, it had some merits and some demerits. Its greatest distinguishing merits were its excellent system of map drawing and its colored maps showing in different colors the different elevations of land. Many of our pupils at Arba and Spartanburg became quite proficient in map drawing and lecturing the continent as they drew. But, for method in classification, the teacher used mainly the two other branches - History and Anatomy.

When a change in text books came, we were fortunate in obtaining a text book in Geography so well fitted in respect to classification, that the teacher followed its mode of classification thenceforward whenever he was teaching a Geography class.

He who can in orderly manner answer the question, "What do you know?" has his knowledge well classified; be that knowledge much or little. The pupils in Geography were all taught to give correctly the various definitions usually contained in the first pages of the text books. In addition to those, they were taught to give mathematical definitions of point, line, surface, triangle, diameter, polygon, circle, globe or sphere, cube, spheroid, etc. Understanding now that the pupil knows all these definitions, he is ready to understand the language of Geography, and to learn Geography by a method which will enable him to answer the question, "What do you know about Geography?" He is ready to learn to analyze and synthesize the subject; to learn to orally lecture the subject in logical order; or to write out his knowledge of that subject in logical order. If he knows much, he can, if given time, lecture logically much. If he knows little, he can still tell that little in a logical manner. To teach him to do this was the teacher's aim. Not for the sake of knowing this subject alone, was the end which the teacher had in view. The aim was rather to give the pupil the power to

analyze and synthesis any subject, and to so drill him that he would form an analyzing and synthesising habit. We will now submit two lectures some what after the desired method. This, for the further elucidation of the subject. Both of these semi-samples, like every other human work, will be easily criticised and faults easily found in them. They are here submitted as elucidating the work, not as models to be followed. The introductory lecture takes the earth as a whole and carries it to the point where we shall be ready to analyze and synthesise a continent, or Grand Division. After a preliminary outlining of the method of logically treating a continent, an elucidating lecture will be given on the Continent, or Grand Division of North America. The first will be the beginning of an answer to the question, "What do you know about Geography?". . . . The second answers the question, "What do you know about North America?"

LECTURE on GEOGRAPHY.

"The subject of Geography is divided into three branches. These branches are,

- 1st. Mathematical.
- 2nd. Physical.
- 3rd. Political.

MATHEMATICAL: "The earth is a planet, the third in distance from the sun. Its form is that of an oblate spheroid. It rotates on its minor diameter each 24 hours, causing day and night. The diameter upon which it rotates is called the earth's axis. The axis is inclined, approximately, $23\frac{1}{2}$ degrees to the plane of its orbit, or path around the sun. The earth passes over this path, that ^{it} ~~it~~ revolves around the sun, approximately once in three hundred, sixty-five days, five hours, and forty-eight minutes, forty-eight seconds; thus causing change of seasons and measuring the length of the year.

"The extremities of the axis are called poles. The northern extremity is called the north pole; the southern extremity is called

the south pole.

"The equator is the circumference of a great circle passing round the earth at equal distances from the poles.

"Parallels of latitude are circumferences of small circles, passing round the earth parallel to the equator and consequently parallel to each other.

"The tropics are two circumferences of small circles, parallel to the equator and, approximately, $23\frac{1}{2}$ degrees from it. The northern tropic is called the Tropic of Cancer. The southern tropic is called the Tropic of Capricorn.

"Polar circles are circumferences of small circles, situated one, approximately $23\frac{1}{2}$ degrees from the north pole, and other $23\frac{1}{2}$ degrees from the south pole. The Tropics and the Polar Circles divide the surface of the earth into five zones, or belts. They are called the North Frigid Zone, surrounding the North Pole and bounded by the North polar circle; the North Temperate, extending between the Tropic of Cancer and the North Polar Circle; the Torrid lying between the tropics; the South Temperate bounded on the north by the Tropic of Capricorn and on the south by the south Polar Circle; the South Frigid Zone is bounded on the north by the south Polar Circle.

"Meridians of longitude are halves of the circumferences of great circles, cutting the equator at right angles and terminating in the poles."

Similar to the foregoing were the lectures upon 'Mathematical' which pupils were required to give orally, and be able to write out without reference to notes. In addition to this, pupils were required, each severally, to take the globe, carry it around an imaginary sun, keeping the axis inclined so as to point all the time to an imaginary North Star. Thus illustrating the cause of the change of seasons. He must give, at the same time, an explanatory lecture, pausing particularly at each of the equinoxes, and

at each of the solstices. The teacher's memory does not tell him to what extent this work - the globe demonstration - was exacted at Spartanburg; whether he required every individual pupil to give it or not. As the teacher taught many years after leaving Spartanburg, and all the time grew more rigid in exacting such work, it is impossible for him to remember how far he had advanced in these requirements at any particular date.

From the fact that pupils were engaged in lecturing upon history, anatomy, and geography, every school day of every week, it can easily be deduced that the teacher spent considerable time in listening to lectures, rather than in giving lectures. It will also be surmised that as pupils' grading on monthly examinations in these three branches depended on their ability to write a logical answer to the question, "What do you know?", as a result of this, the pupils were daily busy writing such answers upon their slates, correcting, and thinking.

PHYSICAL GEOGRAPHY: "The surface of the earth is, approximately, two hundred millions of square miles in extent. It is composed of about three parts water and one part land. The land areas are continents and islands. The continents are:

1. The Eastern, consisting of three grand divisions,- Europe, Asia, and Africa.
2. The Western, consisting of two grand divisions,- North America and South America;
3. The South-eastern, or Australian, composed of one grand division,- Australia.

The five largest Islands are in order of size:

1. Greenland, nearly as large as all of the United States east of the Mississippi.
2. New Guinea, as large as all of the New England States combined with New York, Pennsylvania, New Jersey, Delaware, Maryland; and the two Virginias.
3. Madagascar, not much smaller than Texas.
4. Borneo.
5. Sumatra.

"The waters of the earth are Oceans, Seas, Gulfs, Bays, Sounds, Straits, and Inlets; And inland waters, rivers, lakes, and springs. There are five Oceans:

1. The Arctic surrounding the North Pole, and bounded by the North Pole Circle;
2. The Antarctic, surrounding the South Pole, and bounded by the South Polar Circle;
3. The Indian, south of Asia, west of the East India Islands and Australia: It is bounded on the south by the Antarctic Ocean at the South Polar Circle, - On the west it meets with the Atlantic Ocean, and washes the eastern shores of Africa.
4. The Atlantic, extending from the western shores of the eastern continent to the eastern shores of the western continent; and from the Arctic Ocean on the north to the Antarctic on the south.
5. The Pacific, extending from the western shores of North America and South America to the eastern shores of Asia, the East Indian Islands, and Australia. It is bounded on the north by Asia and North America, and the Behring Straits; on the south it meets with the waters of the Antarctic Ocean."

These two lectures, - MATHEMATICAL and PHYSICAL - completed the analysis of the subject of the earth as a whole.

As POLITICAL Geography is all dependent upon human action, it is treated only in the general treatment of the land divisions, and has its place in the lectures upon continents and Grand divisions. For the analysis and synthesis of a continent or Grand division, the teacher had prepared an outline which the pupils copied from the blackboard and studied thoroughly. With this preparation, we proceeded to analyze and synthesis each grand division. Each Grand division was lectured orally, and a written examination at the close of its study was held. The papers returned on these examinations were subjected to close criticism.

GENERAL OUTLINE FOR THE STUDY of a GRAND DIVISION.

I. POSITION:

1. Latitude and Longitude.
2. Area.
3. Boundary.
4. Outline Waters.
 - a. Oceans c. Gulfs e. Sounds g. Straits
 - b. Seas d. Bays f. Inlets

5. Points of land.
 - a. Peninsulas
 - b. Capes
 - c. Isthmuses
 6. Outlying Islands.
- II. SURFACE
1. Mountains
 2. Plateaus, or Table Lands
 3. Low Plains
- III. CLIMATE
1. As to temperature
 2. Prevailing winds
 3. Moisture
- IV. PRODUCTIONS
1. Mineral
 2. Vegetable (Wild/Cultivated)
 3. Animal (Wild/Tame)
- V. INLAND WATERS.
1. Rivers
 2. Lakes
 3. Springs
- IV. INHABITANTS.
1. Races
 2. State of Society
 - a. Savage
 - b. Barbarous
 - c. Civilized
 3. Religion
 4. Government
 5. Occupations of the People
 6. Political Divisions

Treated after same method as Grand Division.
 7. Cities.

FORM of PUPIL'S LECTURE

NORTH AMERICA.

- I. 1. North America extends in latitude from Point Barrow, 71° North, to the Isthmus of Panama 9° North; in longitude, from Cape Charles 55° West, - to Cape Prince of Wales 168° West.
2. Its area is about 7,400,000 square miles.
3. Roughly speaking, it is bounded on the north by the Arctic Ocean, on the east by the Atlantic Ocean and its minor waters, on the south by the Atlantic Ocean, the Gulf of Mexico and the Pacific Ocean, on the west by the Pacific Ocean.
4. Some of the Outline Waters are, - Baffin Bay, Davis Straits, Hudson Bay, Hudson Straits, Straits of Belle Isle, Gulf of St. Lawrence, Bay of Funda, Massachusetts Bay, Long Island Sound, Delaware Bay, Chesapeake Bay, Florida Straits, Gulf of Mexico, Yucatan Channel, Caribbean Sea, Gulf of California, Puget Sound, Behring Sea, and Behring Straits.
5. The principal Points of land are: Pt. Barrow, Peninsula of Labrador, Cape Charles, Cape Ex eton, Peninsula of Nova Scotia, Cape Cod Peninsula, Cape Henry, Cape Hatteras, Florida Peninsula, Cape Sable, Peninsula of Yucatan, Isthmus of Panama, Peninsula of Lower California, Cape St. Lucas, Cape Mendocino, Cape Flattery, Peninsula of Alaska, Cape Prince of Wales.

6. Some of the Outlying Islands are, Greenland, Baffin Land, Newfoundland, Long Island, Bahama Islands, West India Island, and the Aleutian Islands.

- II. The mountains of North America belong, principally, to two great systems, the Appalachian System in the east, and the Great Rocky-Sierra Madre System in the west. The principal Table Lands are found in the west. A Great Central low plain extends from the Gulf of Mexico to the Arctic Ocean. The southern portion of this plain is watered by the Mississippi River System; the northern by the Mackenzie, - and the rivers finding their outlets in the western and southern portions of Hudson Bay. A low plain is also watered by the St. Lawrence and Great Lake system of rivers.

This plain is continuous southward between the eastern slope of the Appalachian Mountains and the Atlantic Ocean; this portion of the Atlantic low plains, at its southern portion, is continuous with the low plain extending westward to the Mississippi: Practically all of the State of Texas is a low plain watered by the Sabine, Brazos, San Antonio and Nueces Rivers.

On the Pacific slope, the low plains are narrow and often broken by mountain ranges.

III. Climate.

1. The climate, as to temperature, is cold in the north, temperate in the middle portions, and warm in the sub-tropical and tropical regions of the south. At any degree of latitude the Pacific Coast is much warmer than that of the Atlantic Coast or the Mississippi Valley.

2. The winds are variable. Even that portion of the grand division lying in the latitude of the trade-winds is so broken with mountain ranges that the winds are, practically, variable. It may, however, be here observed that periodical storms sweep the South Atlantic and Gulf slopes in September of each year.

3. As to moisture, all the eastern portion receives a regular supply of rain-fall varying in different parts from 36 inches to 45 inches. In the south-western portion the rainfall varies from 10 inches to 25 inches, annually, and is seasonal, falling in the cooler months from October to April. The northwestern Coast Region receives more moisture than any other portion of the grand division, very copious in Oregon, Washington and Canada, - and enormous on the coast of Alaska.

IV. Production.

1. The most important mineral productions are coal, petroleum, iron, copper, lead, rock phosphate, gold, silver, nickel, salt, sulphur, quick-silver, talcum, and building stone. There are many other useful minerals.

2. a. The wild vegetables are, - in the north vast forests of pine, fir, cedar, spruce and hemlock; in the central portion originally were great forests of hard woods such as oak,

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hickory, walnut, maple, beech, ash wild cherry, besides the softer deciduous trees; tulip (mis-called poplar), linden, aspens, and cottonwoods; in the South Atlantic and Gulf regions are forests of the long-leaved pitch pine, also much live-oak: In Mexico and Central America are forests of rosewood, mahogany, and lignum vitae.

Abundant wild grass grows in the central low plain, exceedingly valuable for pasturage. Vast quantities of medicinal and other useful plants grow in the forest and mountain regions.

- b. The cultivated vegetable products of Canada and the northern border states are mainly the small grains, -wheat, oats, rye, barley; and peas, potatoes, onions, cabbage, carrots, beans, etc; with some early flint corn, and large crops of clover and grasses.

South of latitude 45, the staples are Indian corn, wheat, rye, oats, barley, potatoes, pease, beans, buckwheat, and garden vegetables.

The fruits of these regions are mainly apples, peaches, pears, plums, cherries, grapes and berries.

The more southern states cultivate Indian corn, cotton, tobacco, sweet potatoes, rice.

South of latitude 30, citrous fruits, and in some localities sugar cane is grown. Owing to the milder climate of the Pacific Coast, these products are cultivated at a much higher latitude, - citrous fruits being produced in some localities as far north as latitude 40.

Cotton, sugar cane, tobacco, and citrus fruits are grown in Northern Mexico; and bananas are grown in Southern Mexico and in Central America.

3. Animal products.

- a. The wild animals indigenous to North America are: Bears, seal, walrus, musk ox, carribou, moose, elk, deer, bison, wolves, foxes, beaver, raccoon, opossum, mink, weasel, muskrat, hares, squirrels, wood-chucks, badgers, mountain lion, wild cats.

In Mexico and Central America are the ocelot and monkeys.

The birds are, eagles, hawks, owls, buzzards, crows, ravens, wild goose, wild ducks, partridges, quails; and a great variety of perching birds among which are the thrush family - very sweet singers.

The reptiles are snakes, lizards, alligators, toads, frogs and turtles.

Fishes of many varieties abound in the lakes and rivers.

- b. The domestic animals are, horses, asses, cattle, sheep, goats, swine, dogs, and cats.

V. Inland Waters.

1. The Great rivers finding outlet in the Arctic Ocean and Hudson Bay are the Mackenzie, Great Fish, Nelson, and Saskatchewan. Into the Atlantic flow the St. Lawrence, Penobscot, Connecticut, Hudson, Delaware, Patomac, James, Roanoke, Savannah;— Into the Gulf of Mexico flow the Appalachicola, Mobile, Mississippi, Sabine, Brazos, Neuces, Rio Grande;— On the Pacific Coast the Yucan, Columbia, and Colorado are the largest rivers.

2. There are many large, and innumerable small lakes in Canada and the northern portion of the United States. The largest are,— Great Bear Lake, Great Dave, Lake Athabasca, Lake of the Woods, Lake Winnipeg, and many others in Canada. The five Great Lakes belong to the waters of the St. Lawrence System. They are Superior, Michigan, Huron, Erie, Ontario; Other large lakes are Champlain, Great Salt, and Chapala.

3. Among the celebrated springs worthy of especial mention is the Waukulla in Florida. This fountain is so great that the river flowing from it and bearing its name, is navigable for quite large steamboats. It is believed that this river was the basis for the fable of "The Fountain of Youth" — in search of which Ponce de Leon discovered Florida.

VI. Inhabitants.

1. The races dwelling in North America at the time of its discovery appear to be the North American Indian, and the Esquimeau; although many believe that some of the inhabitants of Mexico, as the Aztecs, Toltecs, Mayos, are of a different race, quite probably the same race as the extinct 'Mound Builders' of the Mississippi Valley. Since the discovery, immigration has brought into North America people of every known race. Of the European branches of the Aryan family, the preponderance of these branches have been in the northern, the Germanic, Celtic, and Scandinavian,— in the southern, almost exclusively the Latin.

2. The religion of the Irish, French, Spanish, Aztecs and Toltecs is Catholic; most of the other Europeans are Protestant; there are many Jews.

3. Among the Esquimeaux and North American Indians, society is in the state of savagery and barbarism. The Aztecs, Toltecs, and Mayos were barbarous and semi-civilized. The European immigrants and their descendants are civilized. The negroes were forceably imported as slaves.

4. As to form of Government, Canada is a Colonial Republic, but dependent on Great Britain. The United States, Mexico, and the Central American States are Independent Republics. The Central American States are Gautamala, Honduras, Nicaragua, and Costa Rica.

5. Occupations of the People. At the time of the discovery, the Esquimeaux and North American Indians lived, principally, by hunting and fishing. This is still the case with the Esquimeaux. In the more civilized portions of Mexico the people lived mainly by agriculture. At the present time the Europeans follow Agriculture, Manufacturing, Mining, Lumbering, Transportation by land and water, and fishing, trapping, etc. * * *

Not to be too tedious, we have omitted from this lecture, 6 and 7 of the outline, as they properly appear in treating the subdivisions of the various countries.

1777⁸ As the Ex-principal now remembers it, this method of writing-up and lecturing Geography was not introduced into the Spartanburg School at any time during the first three years from 1874-77. He first used it at Spartanburg during 1880-81, when he returned from Westfield, Hamilton County, where he taught during the three intervening years. During those three intervening years he taught summer-normals between the terms of public school-teaching. This normal work impressed him more than ever with the need of such work.

out At a joint township institute held at Lynn sometime during the winter of 1880-81, the Ex-principal read an essay on the subject of, "The Educated Man". He is sorry to say that he has lost the copy of that essay. If it were now in his possession he would transmit the original copy to your Society. Whether it were worth anything of itself or not, it would be actual history made at the time and on the spot. The Ex-principal remembers an incident at the same joint institute meeting, which will further elucidate this branch of our subject. As in those days teachers prepared the examination questions for their own schools, very naturally questions would arise among teachers as to method of examinations, form of questions, etc. This matter was under discussion at the Lynn joint Institute. Sometime during this discussion the Ex-principal remarked that his Geography class knew a month before examination what the question would be. "Well, if I should know a month before what the question would be, I think I should be ready for it," came ^a as a quick response from another teacher. . "That is exactly what I wish of my pupils. The last question was, 'What do you know about Asia?' Although the pupils knew the question a month in advance, none were so well prepared as to receive 100%" replied the Ex-principal.

The Spartanburg teacher followed this method until his final

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retirement from school work in February 1897. During all this time, only once did a pupil receive as high as 100% on an examination.

In some of the following years when the Ex-principal would urge such methods before teachers' Institutes, some would accuse him of trying to make "Walking Encyclopedias" of his pupils. Very different was his purpose. Rather, he held that "Whatever is worth knowing at all, is worth knowing well," also worthy of decent storage in the mind. As before remarked, "Much or little, put it in order". He used to illustrate this to his pupils by the lettering and numbering of boxes in the post office, then used. "Suppose when the mail arrives, your Post Master should pour the mail out upon the floor, and when you called for it, he would have to search the pile to see if he could find anything for you. How long would you wish to keep that Post Master?" Shall we, then, think it proper to shovel our minds full of disordered knowledge. Such a disordered pile would, indeed, answer to Cowper's description:

"Knowledge - a rude unprofitable mass - ***
*** Till hewed and squared and fitted to its place,
Does but encumber whom it seems to enrich."

But we must go back from didactics to narrative. In the second year quite a large class in Algebra was organized and some students wrote up Mayhew's Book-keeping.

Other teachers During the second and third year, Miss Jennie Hill, a very efficient teacher was employed in the lower grades.

When, in 1880, the Principal returned after three years absence, J. B. Humphreys, who had been an advanced pupil in 1874-77, now taught the lower grades. He had a clear intellect and made a good teacher.

The 'hard times' from 1873-80, had so disturbed the public mind that the call for economy had returned the school to the use of only two rooms. Nevertheless, Mr. Charles Tucker had done good

work in the interval, and when the Ex-principal returned in 1880, he found well advanced classes in Higher Algebra and Geometry. It was no longer necessary to teach advanced pupils how to write simple numbers in Arabic characters.

Mr Taylor
At the opening of the third year, Mr. John Taylor had succeeded Mr. Hill as township trustee. When the school year of 1880-81 began, Mr. Middleton held the office of township trustee. All these trustees co-operated heartily and efficiently with the teachers.

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PROPOSED CHANGES.

THE method of choosing County Superintendents was, during these years, changed from direct election by the voters to appointment by the township trustees, which were constituted a County Board of Education.

During the same years, there was much discussion and agitation upon the subject of a better grading of the rural schools. This was well enough; but, unfortunately, it dragged some evils in its train. It is the teacher's judgment that these evils then found a lodgment in the schools of the Nation at large, and that those evils are still hampering effective, scientific, pedagogy.

One theory which was adopted by many leading teachers, was very repugnant to the Ex-principal's opinion - the theory that every child's education should be symmetrical - that all the child's faculties should be symmetrically developed. So we may call it the "Symmetrical Theory". The Ex-principal attacked vigorously this "Symmetrical Theory". To the Spartanburg teacher, this theory seemed to ignore the stubborn fact that the Creator had not created us on the "Symmetrical" plan. These wise theorists actually carried their theory into the school room. It is still there working much evil. In direct opposition to the "Symmetrical Theory" the Ex-principal advanced this motto: "Let the leading ^{faculties} lead". The

adoption of the "Symmetrical" system prevailed, trampling under its thoughtless feet many fine intellects, merely because those intellects were not "Symmetrical". The pupil might have a mind for Mathematics, yet be slow in Grammar. He was held back in his grading until he could bring his Grammar up 'symmetrical ly' with his Mathematics. If a faculty was excellent, it must be held back until the slower faculty could come up with it. The Theorists had a notion of so trimming up human minds, that they would be as delightful as trees and shrubbery; so elegantly trimmed by the landscape gardener, forgetting that vastly finer trees are formed in the forest, where the young saplings grow up, competing with each other for the sunlight, the leading shoot always leading, and the other branches arranging themselves in an order truly symmetrical, beautiful, and useful. So grow the rugged Oaks and the shapely firs and pines in the forest. How many children have quit school too soon, discouraged, and sometimes heart-broken, because of this abominable theory.

After leaving Spartanburg, the Ex-principal opened a school in a room of his own where with a free hand he taught on the plan of 'letting the leading faculty lead'. The results were eminently satisfactory.

It must not be assumed that 'letting the leading faculty lead,' means discouraging, or even neglecting the slower faculties. Quite the contrary, the mental power gained by 'letting the leading faculty lead' is reflected to the good of the slower faculties.

Another evil has grown up - the evil of forcing pupils to carry a large number of studies at once. This practice gives a few minutes to this, a few to that, here a nibble, there a nibble. All this tends rather to scattering thought than to concentrating thought. Some school curriculums are entirely too long. Such should be pared down, cost what it may. A good physical body can

be built and maintained without eating the whole bill-of-fare at once, or even at all. It is better to have pupils leave school with the mental power to master, without help, any new subject, than to stuff them during their growing years. This is not saying that a fairly liberal number of branches should not be persisted during the school years. A better method than that too often followed can be devised - a better method of teaching the same number of branches in the same year. Suppose, for instance, pupils are expected to cover six branches in the Eighth Grade.

To have pupils studying six branches all at once is so at variance with both ^{physiological} ~~chronological~~ and psychological laws that it is a marvel that it has been tolerated any where. The remedy is so simple and easy of application that one wonders it has not everywhere been applied. The remedy is to give the first semester to three of the branches, and the second semester to the other three branches. The Ex-principal adopted this method successfully to the great benefit of his pupils.

The foregoing Sketch is respectfully
dedicated to the Teachers, Pupils, and
Citizens of Greensfork Township
by the Ex-principal,

Daniel Bond

